CANADIAN THESES ON MICROFICHE

THÈSES CANADIENNES SUR MICROFICHE

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL 339 (r. 86/09)

Canada

National Library of Canada
Bibliothèque nationale du Canada
Ottawa, Canada
K1A 0N4

127

TC –

ISBN 0-315-21321-3

CANADIAN THESES ON MICROFICHE SERVICE – SERVICE DES THÈSES CANADIENNES SUR MICROFICHE

PERMISION TO MICROFILM – AUTORISATION DE MICROFILMER

- Please print or type – Écrire en lettres moulées ou dactylographier

AUTHOR – AUTEUR

Full Name of Author – Nom complet de l'auteur
THERESE ANNE QUIGLEY

Date of Birth – Date de naissance
01-07-53

Canadian Citizen – Citoyen canadien
☑ Yes / Oui ☐ No / Non

Country of Birth – Lieu de naissance
CANADA

Permanent Address – Résidence fixe
18-50 Fiddlers Green
London
Ont N6H 4T4

THESIS – THÈSE

Title of Thesis – Titre de la thèse
BURN-OUT AMONG HIGH SCHOOL COACHES.

Degree for which thesis was presented / Grade pour lequel cette thèse fut présentée
Master of Arts

Year this degree conferred / Année d'obtention de ce grade
1985

University – Université
U. of Alberta

Name of Supervisor – Nom du directeur de thèse
Garry Smith, Ph.D.

AUTHORIZATION – AUTORISATION

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to **microfilm** this thesis and to **lend** or **sell copies of the film.**

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de **microfilmer** cette thèse et de **prêter** ou de **vendre des exemplaires du film.**

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

ATTACH FORM TO THESIS – VEUILLEZ JOINDRE CE FORMULAIRE À LA THÈSE

Signature
T. Quigley

Date
Feb. 4/85

NL-91 (r. 84/03)

Canada

THE UNIVERSITY OF ALBERTA

Burn-Out Among High School Coaches

by

© Therese Quigley

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF Master of Arts

Department of Physical Education and Sport Studies

EDMONTON, ALBERTA

Spring 1985

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Burn-Out Among High School Coaches submitted by Therese Quigley in partial fulfilment of the requirements for the degree of Master of Arts.

Garry Smith

Supervisor

Murray Smith

Date Jan 25 1985

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR Therese Quigley

TITLE OF THESIS Burn-Out Among High School Coaches

DEGREE FOR WHICH THESIS WAS PRESENTED Master of Arts

YEAR THIS DEGREE GRANTED Spring 1985

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(SIGNED) Therese A. Quigley

PERMANENT ADDRESS:

18- 50 Fiddlers Green Rd
London, Ontario
Canada N6H 4T4

DATED Jan 25 1985

Dedication

To my parents Mary and Mal Quigley, and to my family for their constant love and support.

Abstract

The purpose of this study was to investigate the degree of burn-out as assessed by the Adapted Maslach Burn-out Inventory and Golembiewski's Phase Model of Burn-out. Secondly, the study investigated various factors contributing to burn-out in the secondary school teacher-coach.

A Coaches' Survey and an Adapted Maslach Burn-out Inventory were distributed to ninety-two teacher-coaches in three school boards in the Edmonton area. Seventy-five teacher-coaches' surveys were correctly completed and returned resulting in an 82% return rate. Five scores were generated for each respondent based on the Adapted Maslach Burn-out Inventory. These included three subscale scores, a total score and a Phase Model assignment score for each teacher-coach. Data from the Coaches' Survey were cross-tabulated with each of these five scores. Based on the distribution of the respondents across Golembiewski's eight phases of burn-out, twenty teacher-coaches were selected for interviews to investigate the sources of burn-out. These coaches represented three subpopulations: low level of burn-out - Phase I; moderate level of burn-out - Phase IV; high level of burn-out - Phase VIII.

The teacher-coaches of this study were found to experience a moderate to low range of burn-out as categorized by Maslach (1981). These teacher-coaches were found to score in the moderate range of burn-out on the subscales measuring depersonalization and emotional exhaustion. However, on the subscales measuring feelings of personal accomplishment, the teacher-coaches were reported to be in the lower third, indicating a higher sense of personal accomplishment. Teacher-coaches were found to experience less depersonalization, a greater sense of personal accomplishment and greater emotional exhaustion than the norms established by Golembiewski (1983). Thus, they experienced less burn-out.

Individual, organizational and professional sources of burn-out were investigated by means of a semi-structured, open-ended interview. The results of this study supported the existing literature on individual factors related to burn-out, i.e., age, gender, marital status, personality traits (Cherniss, 1980; Freudenburger, 1980; Maslach, 1981; Pines and Aronson,

1981). School size, the structure and support of the school administration, lack of equitable reward systems, and overload, were each identified as organizational or structural sources of burn-out.

Contrary to other studies of burn-out in teachers (Williams, 1981; Sakharov and Farber, 1983), student-athletes were found to be a source of motivation and satisfaction rather than a source of stress and burn-out. Coaching was also found to be a source of satisfaction in the teacher-coach job. However, many coaches indicated that the cumulative pressures of the job were forcing them to reduce or eliminate their coaching involvement. It was suggested that this reduction or elimination of coaching involvement may have implications for job satisfaction.

Contrary to studies conducted in American high schools on teacher-coach role conflict, the results of this study did not indicate that there was any role conflict between the role of teacher and the role of coach. Teacher-coaches indicated that they perceived their role as coach to be an extension of their role as teacher, rather than being divergent. Time and workload were the major conflicts which were reported as the result of commitment to these dual roles. Thus, teacher-coach role conflict, as reported in the literature, was not found in this study.

Acknowledgements

My three years coaching and studying at the University of Alberta have proven to be amongst the most challenging and rewarding years of my life. I wish to acknowledge those people who have contributed to my personal and professional growth during this short period.

I wish to thank my Committee Chairman and Athletic Director, Dr. Garry Smith, for his support and assistance throughout my years at the University of Alberta. I would also acknowledge the guidance of the other committee members, Dr. Murray Smith, Dr. David Sande and Dr. Trevor Slack. A special thank you for the conscientious, enthusiastic support I received from Dr. Trevor Slack in the initiation and the completion of this study.

I would also like to extend my appreciation to the the Edmonton Separate School Board, the St. Albert Catholic School Board, and the District of Strathcona School Board, for their support in allowing me to conduct this research study in their schools. I appreciate the support of the principals and physical education department heads who were most helpful in the distribution and the collection of the Coaches' Packages. And to the teacher-coaches who not only completed my survey and volunteered for interviewing, but also encouraged me, you reaffirmed my feelings regarding the need to study burn-out in the high school teacher-coach.

I owe a great deal to so many of my "Western Friends". However, I would like to acknowledge the person at the top of this long list, Mr. Hugh Hoyles, who has provided me with tremendous support and encouragement during my years as Assistant and Head Coach of the University of Alberta Panda Volleyball Teams. I would also like to thank Mr. Brian Watson, the staff of the Department of Athletic Services, and the members of the Panda Volleyball Team for their friendship and support. A special thanks also to Laura Campbell Wall and Glynnis Griffiths for their encouragement and assistance in completing my thesis, and to a very thoughtful, encouraging friend, Ann Cox, for her constant support and understanding.

Thank you all!

Table of Contents

Chapter Page

I. Introduction 1

Purpose of Study 5

Justification of Study 5

Definition of Terms 6

II. Review of Literature 8

Burn-out: Definition and Conceptualization 8

Burn-out: Traditional, Cultural and Historical Perspectives 13

Burn-out: Stage-Phase Conceptualization 17

Burn-out: Symptoms 22

A. Sources of Burn-out 26

B. The Teacher-Coach and Burn-Out 37

III. Methodology 47

A. Research Instruments: 48

Adapted Maslach Burn-Out Inventory 48

Coaches' Survey 51

Sample 52

B. Administration of the Coaches' Survey and MBI 52

Analysis of Data 53

C. The Interview 54

Selection of Respondents 55

Interview Process 57

Treatment of the Data 57

Content Analysis of the Data 57

Limitations 58

Delimitations 58

IV. Results and Discussion 60

A. Return Rate and Selection of Interview Sample 60
B. Profile of Respondents 61
  Personal Characteristics 61
  Professional Characteristics 64
C. Results of the Adapted Maslach Burn-Out Inventory 67
  Depersonalization Subscale 69
  Personal Accomplishment Subscale 71
  Emotional Exhaustion Subscale 74
  Summary 78
D. Phases of Burn-out: 81
  Depersonalization and Phases of Burn-Out 81
  Personal Accomplishment and Phases of Burn-Out 82
  Emotional Exhaustion and Phases of Burn-Out 84
  Summary 84
E. Sources of Burn-Out 88
F. Factors Related to Burn-Out Based on the Individual: 88
  Gender 88
  Marital Status 91
  Age 94
  Personality Characteristics 98
  Motivation to Coach 102
  Background in Athletics and Coaching 105
  Summary 108
G. Organizational and Structural Sources of Burn-out: 110
  School Size 110
  Organizational Support 113
  Work Group "Rootedness" of Burn-Out 125

Summary 127

H. Professional Sources of Burn-Out 129

Student-Athletes 129

Role Conflict 132

Success 137

Training and Background 139

Summary 140

V. Summary and Conclusions 142

A. Introduction 142

B. Individual Facotrs Contributing to Burn-Out 143

C. Organizational and Structural Factors Contributing to Burn-Out 144

D. Professional Factors Contributing to Burn-Out 146

E. Implications and Recommendations 147

Bibliography 152

Appendix I 160

Appendix II 168

List of Tables

Table Description Page

1. Initial Four Phase Model of Psychological Burn-Out 21

2. Eight Phases of Psychological Burn-Out 21

3. Golembiewski 7 Point Scale 51

4. Frequency and Percentage Frequency Distribution of Respondents Based on Gender 62

5. Frequency and Percentage Frequency Distribution of the Age of the Respondents 63

6. Frequency and Percentage Frequency Distribution of Respondents' Marital Status 63

7. Frequency and Percentage Frequency Distribution of Respondents Based on Family Status 63

8. Frequency and Percentage Frequency Distribution of the Number of Sports Coached in 1983-84 Season 65

9. Frequency and Percentage Frequency Distribution of the Number of Sports Coached over the Past Four Years 65

10. Frequency and Percentage Frequency Distribution of Teacher-Coaches Responses to Alternatives to Their Present Teaching-Coaching Situation 66

11. Frequency and Percentage Frequency Distribution of Major Teaching Loads of Respondents 66

12. Frequency and Percentage Frequency Distribution of Involvement in Coaching Outside of the Secondary School System 68

13. Frequency and Percentage Frequency Distribution of School Size 68

14. Frequency and Percentage Frequency Distribution of Respondents Based on Compensation for Coaching 68

15. Mean Score on Depersonalization Based on Gender of Athletes Coached 70

16. Mean Score on Depersonalization as Compared to the Reported Success of Teams Over the Past Four Years 71

17. Comparison of Teacher-Coach Mean Score and MBI Norms for Personal Accomplishment Based on Marital Status 74

18. Mean Score on Personal Accomplishment According to School Size 74

19. Mean Score on Emotional Exhaustion According to Reported Success Over the Past Four Years 78

20. Summary & Categorization of Subscale Means of Teacher-Coach as Compared to Maslach's Normative Distribution 79

21. Frequency and Percentage Frequency Distribution of Coaches Across the Eight Phases of Burn-out 82

22. Comparison of Means & Medians of Golembiewski's Federal Agency Study and the Teacher-Coach 83

23. Comparison of Four MBI Scores Associated With Phase of Burn-out Based on Golembiewski's Norms and High School Teacher Coaches 86

24. Frequency and Percentage Frequency Distribution of Female and Male Coaches Across the Eight Phases of Burn-out 90

25. Frequency and Percentage Frequency Distribution of Single and Married Coaches Across Phases of Burn-out 92

26. Percentage Distribution of Single and Married Coaches Across Phases of Burn-out Controlling for Gender 92

27. Phases of Burn-Out Based on School Size 111

28. Distribution of Coaches Across The Eight Phases of Burnout Based on The School In Which They Worked 115

List of Diagrams

Diagram Page

I. Distribution of Coaches Across Burn-out Phases of Total Score 56

Chapter I

Introduction

In the past decade, considerable interest has developed in a phenomenon which has been referred to as "burn-out". It has been called inter alia, the "crisis of the 80's " and the "disease of modern life" (Maslach, 1983:29). What is burn-out, to what degree does it exist, and what causes it? These questions, as they apply to the secondary school teacher-coach, were the focus of this research.

Burn-out has been seen as a reaction to and a consequence of chronic occupational stress within certain professions involving "people related work" (Maslach, 1978, 1980). Maslach, who has done extensive research in burn-out involving various people related professions, has identified three aspects of the phenomenon: emotional exhaustion, depersonalization and personal accomplishment. In describing burn-out, Maslach states:

> Burn-out is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do people work of some kind. It is a response to the chronic emotional strain of dealing extensively with other human beings, particularily when they are troubled or having problems. Although it has some of the same deleterious effects as other stress responses, what is unique about burn-out is that the stress arises from the social interaction between helper and recipient. (1982:3)

It is feasible to suggest that the problems associated with this type of social interaction between helper and recipient may also be reflected in the interaction of teacher-coaches and student-athletes. Many aspects of coaching involve a guidance and counselling role similar to that of the social services. However, the needs and motivations of the recipients (clients vs. student-athletes) may differ. The interaction of the teacher-coach and the student-athlete as a source of burn-out will be a topic of investigation in this study.

Although, the concept of burn-out has experienced some "theoretical, practical and social difficulties that often beset the evolution of a concept" (Freudenburger, 1983:23), it has expanded over a short period of time and is being continually refined as more information is collected. Maslach states:

> What has probably been the most significant change over the past few years has been the shift from simple to complex models of burn-out. Current theorists are arguing

> that it is an ongoing process, that it is multidimensional, and that there is a developmental sequence of phases or stages. (1982:33)

Some researchers have identified and described various stages of burn-out (Golembiewski, 1983; Cherniss, 1980). These models conceptualize burn-out as a process rather than as a single event. Golembiewski (1981) has developed a Phase Model of burn-out in which he outlines eight phases. He reports that "as burn-out phases progress, numerous indicators of the perceived quality of working life deteriorate" (Golembiewski, 1983:11). Preliminary research has indicated the usefulness of a Phase Model of burn-out (Golembiewski, Munzenrider and Phelen, 1981). Golembiewski suggested that through studying burn-out from a Phase Model, different causes and precursors of burn-out may be identified. He also noted that a knowledge of phases would provide help in specific treatment and intervention techniques which would differ depending on the stage of burn-out. He states that "knowledge of phases would permit direct timely attention to those persons in the early stages of burn-out so as to arrest or reverse their tragic progression" (Golembiewski, 1983f:252). Golembiewski's Phase Model of burn-out has been tested in business and commercial environments; however, it has not been tested in the teaching or coaching profession.

In a study of the coaching profession, Malone and Rotella (1981:22) suggest that "when coaches fail to cope with job stress, they may become subject to burn-out". In addition, a recent study conducted through York University, found that "approximately 20 percent of the Canadian Intercollegiate Athletic Union (C.I.A.U.) coaches reported serious burn-out symptoms which would affect their job performance and the quality of their daily lives" (Wilson and Chambers, 1983:1). These findings raise questions which must be researched in order to provide coaches with a better understanding of the problems related to burn-out.

For the past ten years, there has been a tremendous growth in peoples' awareness and participation in sport and physical activity in Canada. Evidence of this increased awareness is reflected in increased funding from federal and provincial agencies as well as from the private sector. However, this expansion in sport is not uniform throughout the sport delivery system. MacIntosh (1979:4) notes that "this great boom to the morale of Canadian physical educators comes at a time when new issues threaten our school physical education programs".

Recent budget and staff cutbacks are making it very difficult for secondary school Physical Education teachers to meet the increased interest for participation in sport. As the resources within their departments are reduced, it is becoming increasingly more difficult for schools to even maintain their existing programs. This conflict between supply and demand, has placed a great deal of additional stress on the Physical Education and Athletic staff in our secondary schools. The Canadian school population peaked in 1977 at 1.7 million and has declined since this time and is predicted to continue to decline on into the late 1980's when a population of 1.3 million will be reached (MacIntosh, 1979:4). This decline in the student population is responsible for the staff cutbacks, closure of schools and the surplus of teachers, which has also resulted in the lack of job opportunities for new physical and health education graduates. This reduction of the recent graduates into the secondary schools will affect the future physical education and athletic programs. MacIntosh states:

> The influx of the recent graduate has been the single most important vehicle for the transmission of new knowledge and technique in sport and physical activity from the universities to the schools. In addition, the enthusiasm and vigor of these young persons, as is the case in all professions, have been the source of inspiration and revitalization for physical educators already in the system. (1979:4)

Staff cutbacks based on seniority and the reduction of recent graduates into the education system, have also resulted in an aging teaching population. This has serious implications for the athletic programs in the secondary schools. Today, Physical Education department heads are finding it more and more difficult to staff their existing interschool sports programs (MacIntosh, 1979). In many situations a handful of coaches are attempting to run the entire interschool athletic program. "Too few" are attempting to do "too much". This conflict has been identified as being a very real threat to interschool athletic programs and should be the concern of all physical educators and administrators. MacIntosh expressed a concern for the interschool athletics as a result of the present staffing problems, stating:

> A large number of the interschool coaching force has traditionally been those young physical educators and other teachers recently recruited into the teaching field. After a number of years of coaching, teachers have tended to drop out of coaching, opting for less onerous extracurricular responsibilities. In addition the struggle between teacher

> federations, which are advocating a reduction in the teacher-student ratio as an alternative to redundancies in the face of falling enrollment, and school boards which face citizen pressure to reduce school costs consistent with falling enrollment, will probably result in a lower teacher morale and greater reluctance on the part of teachers to assume coaching roles. During the next decade when the influx of young new teachers into most secondary schools will be minimal, critical shortages of the inter-school coaches are likely to develop. (1979:5)

This is a critical period for high school athletics. Retention of the existing high school coaches is essential in order for the educational component as well as the continuity and quality of our interschool sport programs to be maintained. Thus the issue of burn-out becomes of greater importance when considering the future operation of the high school programs. Efforts to maintain the morale and enthusiasm of the existing coaches is a key issue in the future of interschool athletics. The present teaching-coaching environment may in fact be contributing to the susceptibility of burn-out in the teacher-coach. However, before any recommendations can be made, we must investigate the existing situation. To what degree does burn-out exist in the secondary school teacher-coach? What are the contributing factors leading to burn-out? It is only through the identification of these factors that better incentives can be provided for the existing school based personnel. It has been suggested that we must now look at alternatives for staffing our interschool sport programs. Jeppson states:

> Athletic supervisors are faced with a serious dilemna today. On the one hand they are deluged with demands for an expanding girls and boys athletic program, new sports and more levels of competition. On the other hand they must contend with staff cutbacks and teachers asking to be relieved of out of class responsibilities. Faced with this situation, the supervisors must resort to employing nonschool personnel to staff the athletic program fully. (1981:v)

Many sources of coaching burn-out may be minimized or eliminated if the problem and its causes were understood. Rather than searching for alternatives, we must first assess the degree and the causes of burn-out in the high school-teacher coach. An understanding of the burn-out process as experienced by the high school teacher-coach may help to develop strategies to reverse this process and prevent further burn-out in future teacher-coaches.

Purpose of Study

The purpose of this study is: 1) to investigate the degree of burn-out in the secondary school teacher-coach as assessed by the Adapted Maslach Burn-Out Inventory and Golembiewski's Phase Model of Burn-Out; 2) and to identify various factors which are related to the stages of burn-out in the secondary school teacher-coach.

Justification of Study

There have been numerous articles in educational journals and the popular press which have indicated a growing concern for the issue of teacher burn-out (Nishner and Dedrick, 1982; Dedrick and Smith, 1981; Austin, 1980; Earls, 1980; Grossnickle, 1980; Rickens, 1980; Sparkes, 1979). Despite the popularity of the concept, very little research has been done to determine if in fact teachers are experiencing burn-out, and therefore the causes relating to this recent trend have not been identified.

With respect to research dealing with burn-out in coaching, the related literature is very limited. To date much of the research in coaching has dealt with the effects of the acute stress of the game or competitive situation as measured by monitoring physical parameters such as heart rate (Gaze, 1969). Very little has been found with respect to the chronic stresses of the coaching environment. The actual degree of burn-out in the secondary school teacher-coach has not been researched. Similarily, there has not been an attempt to identify the sources or factors leading to potential teacher-coach burn-out. Explanations for the lack of research in this area lie both in the definition and conceptual difficulties within the general field of burn-out, as well as the recent recognition of the potential burn-out problems in secondary school teachers today. Factors such as budget and staff cutbacks, reduced support for teachers, (Sakharov and Farber, 1983; Kratzman et al, 1980) increasing workload, involuntary transfers, excessive paperwork and reduced mobility within the teaching profession (Sakhorov and Farber, 1983) have been identified as only some of the related concerns of the teacher-coaches today.

This recent recognition of the potential burn-out problems in the teaching field has led to an increased interest on the part of the administration to research stress and burn-out as related to this professional population. The Government of Alberta Fact Finding Commission concluded:

> Factors such as reduced support for teachers inside and outside the educational community coupled with increasing workloads and rapidly shifting social circumstances have clearly led to unprecedented levels of stress within this occupational group. (Kratzman et al, 1980:35)

The additional rôle of coaching places further demands above and beyond the secondary school teacher. In response to these pressures and demands, many teachers are choosing not to coach or at least to reduce their coaching committments. This is creating a shortage of interschool coaches and is placing an additional burden on the Physical Education Departments in all schools (MacIntosh, 1979). Department heads in many schools are faced with either reducing their interschool sport programs or looking elsewhere to staff their programs. Both solutions have serious ramifications on the future interschool programs. Thus, both the changing environment within the secondary school, as well as the lack of research investigating burn-out in the secondary school teacher-coach, give justification for the need for this study.

Definition of Terms

Burn-out :

Maslach (1983) has identified many commonalities in the various definitions of burn-out and has developed a working definition which is shared by most researchers in this area. This definition was the basis for the Maslach Burn-Out Inventory which is now being used in many different disciplines and has facilitated the comparison and the integration of various research findings in the area (Maslach, 1982). Thus, Maslach's definition of burn-out was adopted for this study.

> Burn-out is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do people work of some kind. (1983:30)

Major Sport :

Major sport is defined as any competitive team sport within the secondary school interschool sport program which has a competitive season of at least ten weeks, and has a minimum of ten scheduled league competitions.

Teacher-Coach :

The term teacher-coach refers to those school based personnel who have coached in the secondary school for a minimum of two years within the past four years. These individuals must have coached at least one major sport within the past two years. The teacher-coaches are all under full contract within the secondary school system. All these individuals have been trained to teach in the secondary school system, and they all possess a recognized education degree or teaching certificate.

Chapter II

Review of Literature

This chapter deals with the literature related to burn-out as well as sources of stress and burn-out in teachers, coaches and the teacher-coach. The following areas will be addressed in this chapter: Definition and Conceptualization of Burn-out; Traditional, Cultural and Historical Perspectives of Burn-out; the Concept of Phases or Stages of Burn-out; Signs and Symptoms of Burn-out; Sources of Burn-out; and a report on research on burn-out in teachers, coaches, and the teacher-coach.

Burn-out: Definition and Conceptualization

The term burn-out was first used in the early 1970's by a New York psychoanalyst, Dr. Herbert Freudenberger. He recognized a "physical and emotional depletion resulting from conditions of work", amongst certain volunteers who worked with him in the late 1960's and early 1970's at alternative health care agencies (Freudenberger, 1974:160). Freudenberger began to recognize:

> That within months of work these young idealistic men and women would begin to appear as more tired, depressed and apathetic and needy than the clients for whom they were ostensibly working. These symptoms were accompanied by guilt, paranoia, and a sense of omnipotence which made it difficult for these workers to cut back on their level of activity or involvement. (in Farber, 1983:1)

Although Freudenberger is generally credited with first using the term "burn-out", it was Christina Maslach and Alya Pines, along with Freudenberger who were responsible for the quality of research that is presently being conducted in the area of burn-out. Freudenberger's (1980) model of burn-out had primarily a psychological emphasis focusing on the psychological capacities and vulnerabilities of individuals placed in stressful work situations. Using basically an observational approach and case study analysis, Freudenberger studied the individual dynamics of burn-out, the psychological reasons why it occurs, and the processes by which it occurs. Maslach and Pines on the other hand, are both social psychologists who viewed burn-out from a research-oriented perspective with a heavier emphasis on the relationship between environmental and individual factors (Maslach, 1982; Pines, 1981; Maslach and Pines, 1977). The "clinical" approach of Freudenberger, and the "empirical" approach of Maslach and Pines, have generated tremendous amounts of data and insights into the phenomenon of burn-out. Freudenberger states:

> Our initial conceptions of burn-out were based on clinical observations. Research has finally begun to augment, as well as to challenge, our first assumptions by measuring and quantifying the process of burn-out. (1983a:25)

The profusion of articles in books, newspapers, magazines and professional journals has helped to popularize the topic as well as reflect the growing thirst for knowledge in this area. As a result of this popularity, there have been many critics arguing that burn-out is nothing more than a "trendy name" for a multitude of problems which have been around for many years. Burn-out is not simply "old wine in a new bottle" as some may think, it is a multidimensional problem which has evolved as attitudes, values and lifestyles have changed within the working environment.

Maslach (1983) suggested that the overuse and oversimplification of the term burn-out, reflects some serious problems in the development and usage of the concept. Freudenberger also expressed concern for the development of this concept, when he stated:

> The newness of the field compels our attention to certain theortical, practical, and social pitfalls that often beset the evolution of a concept....out of the needs to be accepted and legitimized proponents of a new concept may promise more than they can deliver....These idealistic notions, unfortunately, may only serve to confuse the general public, and in time may lead to a significant dimunition of the usefulness of burn-out as a concept. (1983:23)

One of the major setbacks of burn-out research, has been the lack of a common definition. In the ten year history of the field, burn-out has been defined in a number of different ways. Maslach (1983:30) states: "to understand burn-out, we need to know what it is. Herein lies the major source of confusion and controversy about the concept. There is no single definition that is accepted as standard." There appears to be a lack of concensus among consultants, clinicians and researchers as well as among staff, managers, or administrators. The mass media has also contributed its share to the confusion of this concept in that they have misused and overused the term burn-out to the extent that it can mean almost anything. Thus burn-out has become a buzzword used to convey an almost unlimited variety of social and personal problems. Ironically, the same qualities which make burn-out such a popular term, also make it so problematic. Maslach states:

> The word can be too evocative. The image it conjurs up can be easily applied to all sorts of different experiences and therefore it lends itself to definitional confusion. Because burn-out is a "catchy" term and evokes such strong images, it is too easy for people to "know" what is meant by burn-out without having been given a formal definition. (1982:36)

Freudenberger (1980:13) describes burn-out as a "state of fatigue or frustration brought on by devotion to a cause, a way of life, or relationship that failed to produce the expected reward." Edelwich and Brodsky (1980:14) define burn-out as a "progressive loss of idealism, energy, purpose and concern as a result of conditions of work." Pines and Aronson (1981:15) defined burn-out as being "characterized by physical depletion, by feelings of helplessness and hopelessness, by emotional drain, and by the development of negative self-concept and negative attitudes toward work, life and other people....it is a sense of distress, discontent and failure in the quest for ideals." Cherniss (1980:16) defines burn-out as a psychological withdrawal from work in response to excessive stress or dissatisfaction.

Maslach outlines fifteen other definitions which have been used to describe the phenomenon of burn-out. With respect to these many definitions she states:

> Not only do these definitions vary from each other to greater or lesser degrees but different terms are sometimes used for similar concepts. Some definitions are limited, while others are more wide-ranging. Some are precise, while others are global. Some refer to a purely psychological condition, while others include actual behaviors. Some describe a state or syndrome, while others talk about a process. (Maslach 1983:31).

However, despite the differences, there are some similarities among all the definitions. An analysis of these commonalities may reveal a working definition of burn-out that is shared by most individuals in this area. Maslach proposes that there is a general agreement amongst researchers that burn-out occurs at an individual level. There is also general agreement that "burn-out is an internal psychological experience which involves feelings, attitudes, motives, and expectations" (Maslach, 1983:32). Finally, Maslach(1983:32) points out the general agreement that burn-out is a negative experience as it involves: "problems, distress, discomfort, dysfunction, and/or negative consequences."

In addition to the previously stated similarities, there are some key dimensions of burn-out on which there has been majority agreement. Maslach (1983:32) states: "the dimension on which there is the most agreement is exhaustion." This exhaustion is sometimes thought of as a physical one, however more often a psychological or emotional exhaustion is described as central to burn-out. Physical exhaustion is described as "wearing out, loss of energy, depletion, debilitation and fatigue." Emotional exhaustion has been described in these various definitions as "a loss of feeling and concern, a loss of trust, a loss of interest, a loss of spirit" (Maslach, 1983:32). A second common dimension of these definitions is a negative shift of feelings toward others and is characterized by a "depersonalization, a negative or inappropriate attitude toward oneself and one's personal accomplishments, depression, low morale, withdrawl, reduced productivity capability and an inability to cope" (Maslach, 1983:32).

Jackson and Maslach (1980), Maslach (1976, 1978a, 1978b, 1979), Maslach and Jackson (1978, 1979, 1981) and Maslach and Pines (1977) defined burn-out as being comprised of the following major components: increased emotional exhaustion; the development of cynical negative attitudes and feelings about the people one works with; the development of feelings of lack of personal accomplishment at one's work. Maslach has consequently chosen to define burn-out as:

> A syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do people work. (1982:3)

As a result of extensive exploratory research in this area, Maslach and Jackson designed a scale to assess the various aspects of burn-out as outlined in the above definition. This inventory contains three subscales: depersonalization, personal accomplishment, and emotional exhaustion, as well as a fourth optional subscale personal involvement, which Maslach suggests may have some importance, but has not been tested.

Historically burn-out has been conceptualized within a medical model framework referring to signs, symptoms and cures for this "disease". Freudenberger indicated that this has been another definitional problem, as it suggests that "the maladaptive behavior is a function of something observably wrong with a person" (1983:24). When we use the medical approach in investigating and explaining burn-out, we limit our understanding and application of burn-out.

Research is moving away from the medical model and toward an interactive, more complex conceptualization of burn-out involving the interrelationship of the individual and his or her environment. Freudenberger states:

> There is a need to understand the psychosocial context in which burn-out occurs - to think in terms of a process, values, and social systems....Process refers to the changing interactive nature of the psychological factors within an individual and his or her environment. (1983:24)

Carroll and White (1983) conceptualized burn-out within an "ecological" framework. They stressed the need to look at the interrelationship of the "organisms and their environment or ecosystem" (Carroll and White, 1983:41). Research has tended to overemphasize either the personal variables or the environmental variables without attempting to look at the interaction or interrelationship of these variables. Carroll and White (1983:4) proposed that individuals who are burning out are experiencing "pyschosocial distress", and they proposed that in order to better understand this phenomenon, one must look at integrating individual and environmental factors within an "ecological framework". This study has investigated both the psychological factors within the teacher-coach as an individual, as well as the environmental factors within the teaching-coaching environment.

In addition to the values of the individual and the environment they work in, many researchers (Freudenberger, 1983a; Cherniss, 1980, 1983) are viewing burn-out from a historical perspective. Freudenberger (1983a:25) states "we cannot disregard the impact of significant transformations in our society, or the effects of these changes on our thinking and behavior." The following section reviews the interpretation of the historical and cultural events as they relate to burn-out.

Burn-out: Traditional, Cultural and Historical Perspectives

Most research on burn-out has focused on the worker or work setting. However, both the worker and the work setting are strongly influenced by social, political, and economic forces (Cherniss, 1983:83). Through studying the historical roots of burn-out we can better understand some of the factors that are related to job stress and to the current popularity of this concept.

The nature of the historical factors of burn-out are related to important changes and events that occured in our society over the past century. Cherniss (1983:84) states that one of the most important factors is "our changing view of how society functions." One factor which has been identified is the decline in a "sense of community" (Cherniss, 1980; Freudenberger, 1980). At one time the informal community groups and structures provided the necessary care that are now being provided by schools and other formal organizations. Cherniss states:

> Primary support systems such as neighbourhoods, churches and extended families were more psychologically relevant and functional. They provided meaning, aid, and comfort to the individual from birth to death. There was a sense of belonging that is rare today. (1983:144)

Part of this sense of community was a clear understanding of norms and roles. As Cherniss (1983:144) indicated, "the rules of the game were made clear." Directly related to this was the fact that people had a firmer hold on how their social institutions worked. The individual tended to have a more personal relationship with the institution in which he or she worked as well as "a familarity with how it functioned that provided a greater sense of predictability and control than we experience today" (Cherniss, 1983:145).

In the past one's self-identity and role in life was basically defined through his or her role in the community. In contrast to the smaller communities of the past, our lives and our work are usually distinct and separate. This gradual change in sense of community has resulted in a change in values, attitudes and interaction between the individual and work. "Ultimately this decline in community and the changes in attitudes and behavior that accompany it, affect the rate of job stress and burn-out" (Cherniss, 1980:145).

The decline in community contributes to staff burn-out in many ways. Cherniss (1980:145) states: "as the social fabric unravels, the incidence of manifest psychological disorders increases." At the same time that people are experiencing increased psychological distress, the informal support systems are becoming less functional. Today the source of psychological support is not found within the community. As previously indicated, the local churches and schools do not have the "morale and psychological purpose" they once had (Cherniss, 1980:145)

Cherniss indicated that another consequence of the decline in community is as follows:

> The public no longer has the confidence in those found institutions on which they now rely on so heavily....Professionals in many fields today enjoy less public confidence and receive more public criticism then ever before. This loss of faith in public institutions is related to the decline in community and is another cause of increased stress and burn-out (1980:145-146).

However, more recently there have been other changes in our society that have accelerated the decline in community and ultimately have contributed to increased job stress and burn-out. Attitudes toward work can be traced to the growth and progressiveness which dominated through the post war years and peaked in the 1960's. New money and new programs were pouring into social services and education, and with them came great opportunities and expectations.

Political and economic factors in society profoundly affect the individual organizations and workers and consequently the prevalence of burn-out (Cherniss, 1983). Fewer jobs and fewer options for those who are dissatisfied with their present work situation has created a great deal of tension and dissatisfaction in the work force which has led to burn-out on both an organizational and an individual level. Cherniss (1983:90) states: "when escape through job mobility becomes blocked, then psychological withdrawal (burn-out) often appears to be the only option." As a result of the budget cutbacks and the decline in student enrollment, teacher-coaches may find that job mobility is "blocked". With very few young recruits entering the school system to take over some of the coaching duties, which were once thought of as a "younger teachers' interest", many of the older teachers must continue to coach. Few teachers and administrators are leaving the profession because of the economic situation and the job market today. Thus, there are fewer opportunities for advancement. It would appear that the lack of mobility within the teaching profession today may contribute to "psychological withdrawal or burn-out."

In looking to factors which will shape the future, Cherniss expresses concern with the lack of new recruits into the working environments. He refers to this as the "stable fat phenomenon". In the 1960's the work force, especially education, experienced a very healthy flow of new recruits. The program and personnel cutbacks in all work environments in recent years has resulted in an imbalance between the "new and the old".

> Increasingly therefore, programs will be run by a large cadre of workers who have worked in the same place for many years with no place to go. This is the stable fat. As it grows, idealistic workers will find themselves in stifling, unstimulated environments, and they will burn-out quickly. (Cherniss, 1983:92)

Unfortunately the security within the teaching profession is based on seniority rather than on performance. With the lack of incentive for teachers and coaches to be innovative, to improve oneself and to make a contribution to the school, the administration is helping to promote this "stable fat phenomenon."

Along with the hope and idealism of this growth period, comes the growing belief that work should be more than just a paycheque and in fact should be "a vehicle for self-fulfillment" (Cherniss, 1980:150). In the mid sixties attitudes about work began to change. Previously a respected well paying job was considered a good job, however, now something more is needed. Opportunities for personal expression within one's work has become an increasingly important factor in job satisfaction. "A job had to be a vehicle for self-actualization as well as economic security" (Cherniss, 1980:151). These new attitudes and values about work and life can be traced back once again to the decline in sense of community. "More then ever before, people rely heavily on their work to give them a sense of identity and purpose" (Freudenberger, 1983:183). Cherniss suggested that these changes affect the attitude about work when he states:

> Thus the term burn-out and the current popularity of the phenomenon as well as the

> large number of workers who have become victims of burn-out, seem to be the product of relatively new attitudes and values about life and work. (1980:152)

In addition to the economic, political and attitudinal changes previously discussed, the changing role of women in today's work force becomes yet another factor to consider in investigating this complex, multidimensional phenomenon. More and more women are working outside the home either to supplement the family income or to fulfill personal needs. However, our society still expects that the working woman's primary vocation is that of homemaker. A woman who takes a job outside of the home is taking on two full-time jobs. She has the responsibilities to meet on the job as well as her major obligation for domestic labour. Pines and Aronson stated:

> These expectations result in external situational stress and in internal emotional stress, both affecting the working woman's self-perception as a competent human being. Both kinds of stress lead to burn-out and tedium. (1980:87)

This role change has not only placed a great deal of stress on women, but has also added to an increase in the amount of stress for husbands both in the working and in the domestic environments. The timetable of the household has more influence on the husband and father's schedule now, then it ever has in the past. Activities outside of work and home, such as coaching obligations for both men and women take on a new perspective given the increased responsibities of these dual roles.

Role conflict is perceived as a major source of stress which often leads to burn-out for both men and women (Cherniss, 1980; Pines and Aronson, 1981). However, this has been found to be a major factor relating to burn-out in most women. Pines states:

> Role conflict is a major stress for most women who are combining the careers of a homemaker and a professional. For some women this role conflict is the main antecedent of burn-out and tedium. (1980:81)

In studies of burn-out and tedium comparing professional men and professional women, it was found that women were at somewhat of a disadvantage. Professional women had slightly more tedium than professional men, but had four times more of its most extreme level (Pines and Aronson, 1980:92).

It would appear that value shifts in our society have contributed to a sense of ambiguity in our lives. Lack of sense of community, political and economic factors, new attitudes toward work and one's identity and purpose, have created an environment which is susceptible to psycholocial withdrawal and burn-out.

Burn-out: Stage-Phase Conceptualization

Of the many theoretical and conceptual approaches to burn-out, one which appears to be most promising involves phases or stages of burn-out (Maslach, 1983; Golembiewski, 1983 a,b,c,d,e,f; Golembiewski and Munzenrider, 1983, 1981, 1975; Edelwich and Brodsky, 1983, 1980; Cherniss, 1980). However, until recently this approach to burn-out has been either ignored or has been described in general terms (Cherniss, 1980; Edelwich and Brodsky, 1980, 1983).

The advocates of this conceptualization describe burn-out, not as an event, but as an ongoing process. Edelwich and Brodsky (1983:135) suggest that this process can be mapped and that "people go through a series of predictable stages in their relationship to their work." The first stage they indicate is characterized by "enthusiasm". This initial stage is seen as having "high hopes, high energy, unrealistic expectations, and over identification with the job" (Edelwich and Brodsky, 1983:135). The second stage, "stagnation", is characterized by, personal, financial, and career development needs beginning to be recognized and felt by the individual. This is followed by "frustration" at which time the individual questions their effectiveness and "the value of one's efforts in the face of obstacles to meaningful accomplishment" (Edelwich and Brodsky, 1983:135). According to Edelwich and Brodsky:

> Frustration is a crossroad that can lead either back to enthusiasm (via a constructive rechanneling of energy) or down to the fourth stage, apathy, an abyss of chronic indifference that defies most efforts of intervention. (1983:135)

In Edelwich and Brodsky's model of burn-out, frustration is not synonomous with burn-out. Frustration is a very normal experience which involves learning to cope with limitations. According to these researchers, one may go through a cycle from enthusiasm to frustration many times throughout one's career, without burning out, however failure to cope with this frustration and failure to rechannel it constructively will lead to burn-out. Therefore, burn-out within this conceptualization refers more to the end product which means apathy (Edelwich and Brodsky, 1983, 1980).

Cherniss (1980:16) also refers to a process, one which involves "loss of enthusiasm, excitement, and a sense of mission in one's work." He refers to burn-out as a "transactional process" involving three stages. The first stage involves an imbalance between resources and demands, or stress. The second stage is characterized by "feelings of anxiety, tension, fatigue and exhaustion." In the final stage, changes in attitude and behavior are apparent such as, "detachment, cynicism and other coping mechanisms" (Cherniss, 1980:18). He concludes: "burn-out thus refers to a transactional process consisting of job stress, worker strain and psychological accommodation" (Cherniss, 1980:18).

Initially burn-out was considered to be a problem only within the helping professions, however, the concept has expanded beyond these borders and has been shown to be applicable to many occupations (Malsach, 1982; Golembiewski, 1983). "The development of a multidisciplinary approach has enriched burn-out research both by stimulating new ideas and by introducing improved measures and methods" (Maslach, 1982:37). The Maslach Burn-out Inventory (MBI) is now being used in many different disciplines which has helped tremendously in the growth of this field. Maslach states:

> The use of the MBI by many researchers has facilitated the comparison and integration of various research findings, is generating a data bank for standardized norms, and is stimulating new ideas about patterns or phases of burn-out. The work of Golembiewski and his associates is especially noteworthy. (1982:38)

Golembiewski has used an adapted version of the MBI in his work in developing a phase model approach to burn-out. His research focus is on organizational development (OD) and it challenges the additive models of burn-out. Golembiewski's conceptual model assumes different priorities or prepotencies to Maslach's three sub-scales. Depersonalization is seen as the least potent contributor to burn-out followed by Personal Accomplishment and finally Emotional Exhaustion.

> Depersonalization was considered the initial burn-out phase, the one in which significant increases would occur prior to any substantial reductions in personal accomplishment; in fact in many cases and to some substantial degree, treating people as objects might lead to a heightened - if temporary and limited sense of accomplishment. Emotional exhaustion would generally follow the heightening of the first two stages. Deviant cases would exist, of course - e.g., when a high regard for people conflicts with applicable standards of performance. The resulting intense cross-pressure would generate emotional exhaustion by hypothesis. (Golembiewski, Munzenrider, Carter, 1983:466)

In many roles and for many reasons, some degree of depersonalization or distancing may be useful if not necessary for successful task performance. Lief and Fox (1963:12) suggest that an objective or sufficiently detached attitude helps a physician to exercise sound medical judgement. They referred to this as "detached concern".

In addition to improving task performance, Cherniss (1980) indicated that some detachment is adaptive for the worker. However, when detachment becomes dominant, performance deteriorates. A viscious cycle begins whereby the individual reduces the possible support and feedback from others which they so desperately need. When depersonalization and diminished personal accomplishment are evident, typically the individual begins to put up social barriers to cope with these demands. Maintaining a detached relationship serves as a defense mechanism, however at some point, this coping through detachment reverts from adaptive coping to maladaptive coping. In describing coping through detachment, Golembiewski and co-workers (1983:471) state that "the stage becomes set for some tragic cycling that can escalate to severe emotional exhaustion." In fact, the worker in psychologically detaching himself or herself is more susceptible to increased emotional exhaustion in that a very important potential support system and personal feedback system has been cut off. Many researchers have referred to this as the beginning of a "downward spiral" (Freudenberger, 1983b; Golembiewski, 1983e; Maslach, 1983; Cherniss, 1980).

Typically the MBI scores have been used in additive ways, most commonly as three subscale scores whose covariation has been tested with demographic variables, productivity or turnover (Maslach and Jackson, 1981). The total burn-out score has also been used in measuring perceived burn-out in workers (Golembiewski and Munzenrider, 1981).

Golembiewski has introduced a third usage of the MBI scores to empirically test his conceptualization of the phase model. Golembiewski states:

> The phase model obviously rests on the three seperate domains and yet transcends them. The phases reflect some properties of the Total Score Approach, and yet the progressive model remains in significant senses quite distinct from it. (1983b:3)

With respect to the total score, Golembiewski found that Phase I and Phase VIII contained the lowest and highest scores respectively; however, several of the internal phases do not correspond as clearly. Thus, perhaps showing different pathways and "flight patterns" which do not yet show direction. This has encouraged Golembiewski and others to investigate "entrance and exit flight patterns."[1]

Initially Golembiewski proposed a phase model which, based on his conceptualization of burn-out, included four different phases or stages of burn-out. The three MBI subscales were dichotomized using the group median to differentiate high and low on each subscale (see Table 1). Conceptually, the four phases appeared to be attractive; however, practically the model was limited. In reference to the initial four phase model, Golembiewski and Munzenrider (1983:376) state "the rationale supporting this selectivity is limiting." The four phases included only half of the eight possible hi/lo combinations, thus forcing the researchers to make a choice as to the location of the other combinations which Golembiewski refers to as the "internal phases" (i.e., Lo-Hi-Lo, Lo-Hi-Hi). Golembiewski reported that this choice of assigning the internal phases to one of the four "pure phases" was affecting the results.

> The choice obviously clouded the interpretation of results because cases were omitted from analysis. Specifically, 47.1 percent of the subjects were excluded in the four selected burn-out phases or stages. (Golembiewski and Munzenrider, 1983:376)

Golembiewski extended the initial analysis and tested all eight possible hi/lo combinations (see Table 2). In a study looking at covariation of numerous descriptors of the worksite characteristics (Job Diagnostic Survey) and the eight phases of burn-out, the predicted directions were observed in all cases. Golembiewski predicted that the scores on all

---

[1] In conversation with Dr. Golembiewski, he indicated that they are beginning to recognize different patterns in the progressive stages of burn-out. His research is now focusing more on these flight patterns.

Table 1
Initial Four Phase Model of Psychological Burn-Out
(From Golembiewski, Munzenrider and Carter, 1983)

	I	II	III	IV
Depersonalization	Lo	Hi	Hi	Hi
Personal Accomplishment (reversed)	Lo	Lo	Hi	Hi
Emotional Exhaustion	Lo	Lo	Lo	Hi

Table 2
Eight Phases of Psychological Burn-Out
(From Golembiewski, Muzenrider and Carter, 1983)

	I	II	III	IV	V	VI	VII	VIII
Depersonalization	Lo	Hi	Lo	Hi	Lo	Hi	Lo	Hi
Personal Accomplishment (Reversed)	Lo	Lo	Hi	Hi	Lo	Lo	Hi	Hi
Emotional Exhaustion	Lo	Lo	Lo	Lo	Hi	Hi	Hi	Hi

scales should decrease as one moves from Phase I to Phase VIII with the exception of job tension scale, in which scores should increase. These predictions were supported in that "in all cases, the predicted gross direction was observed" (Golembiewski and Munzenrider, 1983:475). They concluded that "this pattern of predicted direction and overall statistical significance provides substantial - but only general - support for the phase approach to burn-out" (Golembiewski and Munzenrider, 1983:475). In addition, Golembiewski (1983d:9) reported that individuals in Phase VI through VIII provide dark views of an organization's "morale", "climate" or interpersonal and group relationships.

Golembiewski reports that the distribution of workers across the various phases of burn-out, does not seem random. In fact there appears to be a "work group rootedness of burn-out" (Golembiewski, 1983d:11). Golembiewski states:

> About 61 percent of all respondents in Phase VI through VIII belong to formal work units at which at least half of all other members also report advanced burn-out... Almost 60 percent of those scoring lowest on burn-out are in formal work groups at least half of whose membership also score in the three lowest phases of burn-out. (1983d:11)

With respect to the persistence of burn-out phases, Golembiewski and Munzenrider (1983) studied the rate of change in phase assignments of the same individuals over a year's time. They reported:

> The outer phases are most stable, and Phase IV and V are the most dynamic. Individuals assigned in 1981 to Phase I and II retain that assignment a year later in almost 63 percent of the cases. The corresponding percentage for Phase VII and VIII is 48.1 percent. In contrast, Phase IV and V assignments remain stable in only 16.7 percent of the cases over the interval of one year. (Golembiewski, 1983d:14)

The phase approach provides a great deal of promise and is presently a reasonable vehicle for generating information on the empirical incidence of phases of burn-out. Golembiewski states:

> The data suggest the present phase approach to burn-out provides a valid and reliable approach to measurement. The phase model both motivates research and would profit from it. (1983:5)

Thus, Golembiewski's Phase Model of Burn-Out was used in this study as it provided a valid and reliable range of feelings of burn-out for this researcher to investigate through open ended interviews.

Burn-out: Symptoms

The initial observational and case studies of Freudenberger, as well as the exploratory research of Maslach and associates, has resulted in a very descriptive list of symptoms which have been found to be associated with burn-out. Burn-out has been accompanied by an array of symptoms that include a general malaise, emotional, physical and psychological indicators such as feelings of helplessness, hopelessness, and lack of enthusiasm about work and life in general (Pines and Aronson, 1981).

The various symptoms of burn-out will be outlined under the following categories: physical symptoms; mental and intellectual symptoms; emotional symptoms; and social symptoms.

Physical Symptoms:

Loss of energy, chronic fatigue, weakness and weariness are generally the first signals or indicators of burn-out. The burn-out victim frequently complains of headaches, nausea, muscle tension and neck and back pain (Fruedenberger, 1980:62). An increased frequency of illness, nagging colds, frequent attacks of virus or flu have been associated with symptoms of burn-out (Pines and Aronson, 1981; Maslach, 1982; Welsh, 1982; Freudenberger, 1980). Burn-out victims often express pyschosomatic complaints, sleeping problems where they experience feelings of exhaustion, tiredness all day and yet cannot sleep nights (Freudenberger, 1980). Ulcers and gastrointestinal problems along with flare-ups of pre-existing medical disorders and increased premenstral tension in women are associated with the physical signs of burn-out (Carroll and White, 1983). An increase in alcohol consumption and the usage of tranquilizers and other mood altering chemicals is also an indicator that the demands have become greater than the individual's resources and the individual may be experiencing some degree of burn-out (Paine, 1983; Welsh, 1982).

Mental-Intellectual Symptoms:

Mental or intellectual indicators of burn-out include increased amount of time daydreaming or fantasizing, difficulty concentrating on appropriate task oriented thoughts, and intellectualization (Carroll and White, 1983:44). Welsh et al indicated that there are essentially four indications of intellectual burn-out in teachers. First, they suggest loss of clarity or the inability to think clearly. The loss of clarity leads to the inability to make decisions and to follow a rigid thinking pattern. As a result of the first three symptoms, the final and often the most obvious sign of burn-out is deterioration in work.

Freudenberger states:

> We often do not appreciate the degree to which burn-out can intrude on cognitive functioning. A person's sense of time for example, difficulty of keeping appointments, overbooking, inflexibility and rigidity, enters the process. Intolerance for ambiguity and unpredictability and the need for excessive control....They have the strongest interest in maintaining a rigid facade, because it is this facade that has enabled them to continue to function. (1982:183)

The inefficient use of time requires the individual to work longer hours for less rewards. They begin to question their effectiveness and develop pessimistic views of their work and themselves. They adopt a negative self-concept and negative attitude toward others (Freudenberger,1980). They often tend to work harder by putting more and more time into their work. By investing more in their work they feel they can break this cycle. Freudenberger (1980:27) describes this as a downward spiral which involves "an unending cycle of accelerating effort and decelerating reward."

Emotional Symptoms:

Feelings of emotional drain and exhaustion, of helplessness and hopelessness are all common signs of burn-out (Cherniss, 1980; Freudenberger, 1980; Pines and Aronson, 1981; Welsh, 1982; White and Carroll, 1982). A sense of distress, discontent, entrapment, depression, a loss of meaning and hope seem to prevail (Freudenberger, 1980; Pines and Aronson, 1981; Welsh, 1982). The burn-out victim begins to feel unappreciated "taken for granted" and isolated. Beyond feelings of being unappreciated, Freudenberger (1980:64) indicates the individual begins to feel mistreated and a paranoid condition results where the individual becomes suspicious of his or her environment and people around him or her.

Fruedenberger (1980) found that many victims talked about "loss of control of their lives". At one time they felt positive about what they were doing and now they feel a sense of disenchantment. Disenchantment then leads to detachment, depression and thoughts of "why bother anymore" (Freudenberger, 1980:176). He has found that these feelings in turn produce "overwhelming feelings of guilt, inadequacy and a real sense of loss and worthlessness" (1980:176).

Welsh et al (1982:7) found that one of the common emotional symptoms of burn-out is "the over investment of energy in one's job with very little interest in anything outside of work." In fact, they found outside interests to be important in avoiding burn-out: "people with varied interests appear to have a built-in buffer against the severity of burn-out symptoms" (Welsh et al, 1982:7). This over involvement in work and lack of outside interests, often results in social isolation and detachment which has been found to be associated with burn-out (Freudenberger, 1980; Pines and Aronson, 1981; Maslach, 1982; Welsh et al, 1982).

Freudenberger (1980:64) refers to a "disorientation" as a sign of burn-out. The individual may feel a growing sense of separation from his or her environment as well as a separation from themselves. They begin to react in ways that they themselves do not understand (Freudenberger, 1980:147). The burn-out victims express feelings of helplessness, loneliness, discouragement and disenchantment. Although these symptoms take longer to develop they are central to burn-out and they take much longer to reverse than the physical symptoms of burn-out (Welch et al, 1982:9).

Social Symptoms:

Coping is a natural response to stress, however, it is the form it takes (adaptive or maladaptive behavior) which determines whether burn-out will result (Cherniss, 1980). Golembiewski (1983e) indicated that some degree of depersonalization or "detached concern" can be helpful or adaptive coping behavior in some situations. However, beyond a certain unknown point, detaching oneself from other workers, family, students, friends, can become a maladaptive form of coping behavior which is self-defeating and self-inflected. Freudenberger states:

> Detachment begins as a self-protective device to help ward off pain. When you seperate yourself from people and events, you strip them of their power to hurt you. Unfortunately, you also diminish their power to affect you in positive ways, and detachment has a way of intensifying into the more serious D's. disengagement, distancing, dulling, and deadness. (1980:62)

A sense of omnipotence has also been identified as a sign of burn-out (Carroll and White, 1983; Freudenberger, 1980). A person who feels he or she is indispensable and must "do it all on their own" is not only a potential burn-out victim, he or she may in fact block the progress of others.

Many of these symptoms have been identified in the coaching profession (Rushal, 1979). This study has investigated the signs and symptoms of burn-out, as reported in the social service research, as it relates to the teacher-coaches of this study.

A. Sources of Burn-out

Although the initial research on burn-out provided us with a rather descriptive listing of symptoms, it has only been recently that sources and causes of burn-out have been under empirical investigation. Initially research focused on "people" as causing burn-out. Maslach (1982:9) refers to "the who versus the what of burn-out". By changing the question from who is to blame for burn-out to what is causing burn-out, research has expanded and is taking a new perspective on burn-out. Maslach states with reference to the who versus the what question of burn-out:

> The question points us in other directions that encourage us to substitute an analytical microscope for our people watching binoculars. Rather then just looking at defective people, we focus our attention on the situation in which they find themselves. (1982:9)

Within this research framework the focus is both on the nature of the job as well as the nature of the person performing the job. The causes of burn-out are not simple or isolated events, it is the result of chronic day to day emotional strain (Maslach, 1982). Pines and Aronson state:

> Burn-out is insiduous in that it usually does not occur as the result of one or two traumatic events but sneaks up through a general erosion of the spirit. Tragically, burn-out impacts precisely those individuals who had once been among the most idealistic and enthusiastic. (1981:3)

Many researchers have expressed the need to look beyond the individual and work setting to include all "environmental factors" (Cherniss, 1980) or "ecosystems" (Carroll and White, 1982) in order to determine whether or not, to what degree, and in what fashion a person will experience burn-out. The various factors thought to be associated with burn-out will be described under Individual Sources of Burn-out and Work-Related and Organizational Sources of Burn-out.

Individual Sources of Burn-out:

Although Maslach (1982:10) refers to "bad situations" as causing burn-out as opposed to "bad people", what a person brings to a given situation is just as critical as what the situation brings out of the person. Each person brings individual characteristics such as motivation, needs, values, self-esteem, emotional expression and control, and personal style (Maslach, 1982:57). The "who" in this section refers to who is more susceptible to burn-out rather than "who is to blame."

Maslach and Jackson (1981b) studied the relationship between many demographic variables and burn-out and found some interesting patterns of burn-out. Because of the difference in socialization of men and women, Maslach and Jackson suggested that they have different strengths and weaknesses with respect to burn-out. Generally speaking, because women are more likely to get emotionally involved with people, they run a greater risk of experiencing emotional exhaustion. Similarily, because men tend to be less oriented toward close contact with people, they are more prone to show signs of depersonalization. Maslach and Jackson's (1981b) research has supported these assumptions. Pines and Aronson reported:

> As a result of their stressful work environment and the added emotional burden of their roles, women tended to have more extreme level of tedium and burn-out than men. The important support for women, more than men was their social system. (1981:92)

Maslach and Jackson also found that there was a clear relationship between age and burn-out. They found that burn-out appears to be greater with the younger workers than the older workers (Maslach, 1982:68). Possible explanations for this could be as age increases people are more stable and mature and perhaps have found a "more balanced perspective of life" and are thus less prone to burn-out.

Maslach and Jackson (1982) also found a consistent relationship with marital and family status. Although married men and women with families have the additional responsibilities inherent in marriage and parenthood, they are less susceptible to burn-out then single workers or married workers without children. Maslach states:

> People workers who are single, experience the most burn-out, while those who are married experience the least....Contrary to the view that children are an additional emotional burden (which should exacerbate burn-out) burn-out is less for professionals with families. (1982:60)

Cherniss (1980) reported that there were five personality traits which have been found to influence an individuals response to stress and therefore susceptibility to burn-out. These include: neurotic anxiety; Type A Personality; locus of control; flexibility; and introversion.

Neurotic anxiety is characterized by "excessive and conflicting motivation" (Cherniss, 1980:127). These individuals tend to set high goals for themselves and they experience conflict between their goals and aspirations. For example a strong desire for success will conflict with an equally strong fear of competition and need for approval (Cherniss, 1980:128). Low self-esteem and excessive concern with the opinions of others is also characteristic of the neurotic anxious person. Type A personality is characterized by a competitive, time pressured lifestyle, and a driven personality (Maslach, 1981; Farber, 1983). Type A behavior has been studied in relation to coronary heart disease, stress and tension. Dimsdale (1978:581) stated: "we have demonstrated a definite association between Type A behavior pattern and stress, tension, and depressed mood." Dimsdale (1978:581) indicated that behavior typical of Type A Personality included the following:

> (1) an intense, sustained drive to achieve self-selected but usually poorly defined goals;
> (2) profound inclination and eagerness to compete;
> (3) persistent desire for recognition and advancement;
> (4) continuous involvement in multiple and diverse functions constantly subject to time restrictions;
> (5) habitual propensity to accelerate the rate of execution of many physical and mental functions; and
> (6) extraordinary mental and physical alertness.

It has been suggested that individuals may exhibit Type A behavior in circumstances in which they are challenged. Thus, it is very possible that in a coaching environment an individual may assume the behavior of a Type A Personality which could possibly contribute to burn-out. Although Type A Personality has been thought to be associated with burn-out, more research is required before a conclusive association can be made.

Individuals exhibiting an external locus of control are more likely to show difficiences associated with learned helplessness and burn-out. Introversion has also been reported to be personality characteristics which exhibit proneness to burn-out (Cherniss, 1980:129). Maslach (1982) described personality profiles of individuals who were prone to burn-out. Characteristics such as lack of assertiveness in dealing with people, submissive and anxious individuals were reported to be susceptible to burn-out. Individuals having difficulties setting limits within a helping relationship to the point that they "passively yield to demands rather than actively limiting them" were identified as being prone to burn-out (Maslach, 1982:62). These individuals risk emotional exhaustion, as they become easily over-extended and emotionally over-burdened which eventually may lead to burn-out.

Individuals who do not set clear goals and objectives, allow the situation to control their time and direction rather than themselves. Individuals who are overly flexible may experience more conflict leading to burn-out as a result of these poorly defined goals.

Individuals who are introverted and limit their involvement with other workers, may be reducing the effectiveness of a support system within the work environment. Support systems have been found to be an important factor in preventing and reducing the levels of burn-out (Cherniss, 1980). These individuals may be more likely to detach themselves from this support network which serves as a "burn-out buffer", thus causing them to become more susceptible to burn-out.

Self-concept, self-esteem and confidence act as buffers to burn-out. Thus, acknowledging one's limitations and capabilities reduces the likelihood of burn-out. Failure to recognize personal limts as well as responsibility are critical to the prevention of the burn-out process (Maslach, 1982). Freudenberger (1980:27) states, "since being out of touch with or shutting off large parts of yourself is a primary contributor to burn-out, your greatest protection against it is self-awareness."

Need for approval and affection has been found to be a personality trait associated with burn-out (Maslach, 1982; Cherniss, 1980). "The need to be liked and approved of by others is clearly a critical personality factor in burn-out" (Maslach, 1982:65).

Qualities which often led individuals into "people-related work", and in fact are a prerequiste for success in many occupations requiring interpersonal relation skills, such as empathy, understanding, compassion, can also make one vulnerable to burn-out. However, it is the way in which these qualities are expressed rather than simply possessing such qualities which detemine the susceptibility of burn-out. Maslach states:

> The distinction between emotional empathy and cognitive empathy may have important implications for burn-out....Emotional empathy is a weakness or vulnerability, rather than a strength....Emotional empathy is akin to wearing your heart on your sleeve - your feelings and concern are up front and very visible, but they are very vulnerable as well. (1982:70)

Understanding personal motivation as well as personal needs are important in avoiding burn-out. A problem arises when an individual begins to rely on his or her work for personal gratification (Maslach, 1982:68). In addition to motivation and needs, the ability to recognize limitations within one's work and life is very important. Individuals who feel they "must do it all," begin to attribute inordinate importance to their work and this eventually begins to reflect their own sense of importance (Maslach, 1982; Fischer, 1983). This unwarranted sense of responsibility is usually tied to feelings of "omnipotence" (Freudenberger, 1980; Pines and Aronson, 1981; Farber, 1982; Maslach, 1982). Maslach (1982:65) states: "when these feelings of omnipotence are not tempered by the recognition of actual limitations, ideals and expectations will be out of touch with reality."

Freudenberger (1975:78) found that authoritarian individuals were especially prone to burn-out because of their tendency to overextend themselves in "having to do it all." Although lack of autonomy and control have been linked to burn-out within organizations (Cherniss, 1980; Maslach, 1980, 1982; Golembiewski, 1983f, 1983g), an excessive need for control has been identified as a personality factor leading to burn-out (Maslach, 1982).

Burn-out prone individuals have also been found to be sensitive, humane, dedicated, idealistic, obsessional, overenthusiastic and susceptible to over-identification (Cherniss, 1980; Freudenberger, 1981; Pines and Aronson, 1981; Edelwich and Brodsky, 1983). Freudenberger (1975:2-10) adds that burn-out prone individuals were "overly committed and excessively dedicated","worked long hours for minimal financial compensation", "ignored their own discomforts and preferences almost without respite", "used their job as a substitute for social life", "believed that they were indispensable and must do everything themselves."

Although internal factors have been found to play an important role in burn-out, external factors have been found to be the most significant in the burn-out literature (Cherniss, 1980; Maslach, 1978, 1982; Golembiewski, 1983g; Farber, 1983). Maslach states:

> The source of the problem lies more in the situation than in the people and that the problem is best understood and modified in terms of the social and situational sources of the job related stresses. (1978a:57)

Cherniss (1980) agreed, and expressed caution in overestimating the influence of personality on the incidence of burn-out. Cherniss stated:

> The structure of the job and work organization ultimately is a stronger determinant of the incidence of burn-out than is the individuals personality make-up. (1980:131)

It would appear that many of the personality traits which may be attributed to a good teacher-coach, may also be traits within the individual which may contribute to burn-out. Characteristics which describe a Type A personality, such as "an intense, sustained drive to achieve, profound inclination and eagerness to compete, extraordinary mental and physical abilities...", may also be seen as an asset in coaching. The need for approval and affection may also attract an individual to coaching. Similarily, qualities such as empathy, understanding, compassion, are also prerequisites of a good coach. Thus, it is suggested that perhaps many of the personality characteristics responsible for attracting an individual into coaching, may also contribute to burn-out. Individual characteristics of the teacher-coaches were investigated in this study to determine their relationship with burn-out. Factors such as gender, marital status, age, and personality, which have been found to be related to burn-out in other professions, were investigated in this study.

Work Related and Organizational Sources of Burn-out:

Many work related sources of burn-out have been found to be specific to the work setting, however some common sources have been identified. Farber outlines a number of these sources:

> Long hours, isolation, lack of autonomy, public misunderstanding of the nature of work, insufficient resources, lack of criteria to measure accomplishment, excessive demands for productivity, inadequate job training, and administrative indifference to, or interference with work. (1983:5)

Research which has investigated sources of stress in teaching has found that increasingly large classes, demanding parents, disruptive students are amongst the most frequent teacher complaints (McGuire, 1979; Maslach, 1982). In addition to these complaints, Welch (1982:17-23) has found problems of discipline, problems of respect, feelings of being used, "red tape", as well as the problem of changing educational philosophies, all to influence the teaching environment and to be associated with teacher burn-out. Ellenburger (1981:153) listed many of the sources as indicated by previous researchers; however, he also included "inadequate training in college to deal with stress in the classroom; and too many demands and expectations by the public."

Amongst individuals working in an institution much of the stress has been found to be related to organizational structure (Cherniss, 1980; Pines and Aronson, 1981; Maslach, 1980; Golembiewski, 1983b, 1983c, 1983e, 1983f; Farber, 1983). Role ambiguity, role conflict, and role overload have been found to be stresses which are endemic to organizational structures and have been found to be primary sources of burn-out within organizations (Cherniss, 1980; Farber, 1982; Maslach, 1982).

The most frequently reported frustration amongst those who work in organizations is overload (Cherniss, 1980; Farber, 1982; Maslach, 1982). Maslach (1982:38) states: "many different job settings that are burn-out prone have one thing in common, that being overload." Unfortunately due to the present economic situation there does not appear to be an easy solution to overcome the problems associated with overload. Farber (1983) suggests that, role overload or load conflict is likely to become more prevalent in the near future as a result of budget cutbacks and job freezes.

Role overload is generally thought of in quantitative terms, that is having to do too much, however there are also qualitative aspects of role overload. Qualitative role overload may occur when the work requirement may be beyond an individual's current level of functioning (Farber, 1983). Role overload can be the result of emotional or physical burden which exceeds the person's ability to deal with their environment, thus creating an imbalance between resources and demands. The role overload affects the quality of performance which may result in decreased feelings of efficacy, sense of "personal accomplishment" (Maslach, 1981b); and "psychological distress" (Cherniss, 1980) all of which have been found to lead to burn-out. Cherniss states:

> Research studies have confirmed the existence of a relationship between role overload and burn-out....When the most burned-out subjects were compared with those who were most resistant to burn-out, it was found that the typical work loads of the burned-out subjects were much heavier. (1980:82)

In addition to contributing to decreased feelings of personal accomplishment, role overload contributes to burn-out because of its impact on coping. As a result of overload conflict, individuals do not have the time required to recover before more demands are placed upon them. Cherniss states:

> McGrath observed the effective coping with stress requires time for its accomplishment. Whether the coping involves a search for information, direct action, or even palliation, there will be an optimal length of time for the coping to

> occur. If there is not adequate time due to the constant intrusion of new demands, coping will be disrupted. The individual will tend to fall back on more primitive, less effective more psychologically defensive coping behaviors. Thus if there is a high degree of role overload in a job and few structured "time outs" when one can escape from role demands and work through the demands that already have been made, emotional exhaustion and burn-out are more likely." (1980:81)

Role ambiguity has also been associated with burn-out. Role ambiguity involves "lack of clarity regarding workers' responsibilities, methods, status, goals or accountability" (Farber, 1983:6). According to Cherniss (1980:89) role ambiguity results when the "individual lacks the information necessary for adequate performance of the role." There are many sources of role ambiguity which are inherent in the work setting. Lack of clear feedback concerning the results of one's work, ambiguous goals and criteria for performance, length of time before results are evident, fragmentation of work, poor communication network within the structure of the organization (Cherniss, 1980; Maslach, 1980; Golembiewski, 1983c, 1983f).

Role conflict can take place in many forms, all of which have been found to produce stress which may or may not lead to burn-out. Intra-role conflict occurs as a result of people in the role set having different expectations regarding that position or when the source of expectations are different (Fuoss, 1981:22). A coach may experience intra-role conflict in dealing with the expectations of his or her superiors, peers, athletes, parents and the general public as well as his or her own personal expectations and aspirations relevant to the coaching position. Inter-role conflict is a result of the demands of multiple role expectations which demand incompatible behaviors (Massengale, 1978:162). Massengale (1978:162) suggested that teacher-coaches experience inter-role conflict in their dual roles as teacher and coach: "the teacher-coach experiences incompatibility in attempting to fulfill the two roles of teacher and of coach."

Several factors in the work setting have been found to correlate with burn-out however a study conducted by the Berkeley Planning Associates reported that "a regression analysis indicated that leadership was the most important....Programs in which the leadership provided a high degree of structure and support tended to have lower levels of staff burn-out" (Cherniss, 1980:115).

It was indicated previously that the young idealistic worker was very susceptible to burn-out. Cherniss found that the leadership role modeling and support provided by supervisors greatly affected the amount of burn-out experienced by these young workers. Cherniss stated:

> Support and structure also characterized the supervision received by new professionals who were most resistent to burn-out. Those who showed the greatest amount of burn-out during the first year of professional practice in a public human service agency generally worked under supervisors who were frequently unavailable, and/or dictorial and arbitrary. (1980:116)

Maslach (1982:45) supports the findings of Cherniss, stating "burn-out among providers can be hastened or alleviated by supervisory actions."

There are various types of support that workers seek from their advisors. Such support includes basic technical support or assistance, support through information, the modeling and the feedback they give to their staff, by acting as buffers and advocates in relations with community and upper management and by being responsive and understanding to the needs and concerns of the staff (Cherniss, 1980).

All programs within the high schools, whether it is the curricular or extracurricular, depend a great deal on the administrators for funding, staffing and school support. Ellenburg (1981:153) reported that the findings of a State Professional Standards Committee which was conducted in American high schools, found that "school administrators are the primary source of teacher burn-out."

Supervision that helps reduce burn-out is characterized by a high degree of support without restricting the staff autonomy (Cherniss, 1980). Research on supervision indicates that staff need autonomy as well as support (Cherniss, 1980; Pines and Aronson, 1981; Maslach, 1980). Lower self-esteem and passive behavior, which has been associated with burn-out, is the result of a lack of autonomy and learned helplessness. Cherniss (1980:97) states that "helplessness is a major contributor to the stress and maladaptive coping associated with burn-out." The power structure can contribute to the maladaptive coping and learned helplessness through its organizational design. Cherniss states: "Hierarchical power structures reduce staff autonomy and control contributing to learned helplessness and burn-out" (Cherniss, 1980:98).

In a study conducted by Barad (1979), low autonomy was associated with high scores on both Emotional Exhaustion and Depersonalization subscales of the Maslach Burn-out Inventory. Pines and Aronson state:

> Frustration and lack of autonomy is a common antecedent of tedium in bureaucratic organizations....In all of our work we found that burn-out and tedium increased as autonomy, sense of control, and discretionary time decreased. (1981:70)

Lack of rewards and incentives has also been identified as sources of burn-out in large organizations. Achievement and success are important aspects of our culture. Therefore how we are recognized and rewarded for these accomplishments is also very important to our sense of efficacy. Pines and Aronson state:

> Complex organizations are inefficient distributors of rewards, appreciation, and recognition...appreciation on the job is more important than dollars for most people. (1981:72)

Pines and Aronson (1981:148) also found that burn-out was more related to lack of sense of success and significance than it was with salary: "our studies show that a sense of success and achievement is negatively correlated with burn-out and tedium."

The support that staff need from supervisors can also be provided from social interaction and support among staff. Colleagues can help reduce emotional tension, provide perspective and understanding, source of technical information and practical advice, provide feedback, provide a source of stimulation, and together with other colleagues provide a strong voice with the administration and community. The informal support systems within an organization have been found to reduce the incidence of burn-out. Cherniss (1980) reported that "depression and somatic complaints were related to perceived low levels of social support from supervisors and others at work." Maslach (1976) found that staff in human service agencies who were able to meet regularly with others in a "support group" are less likely to burn-out. However, often the structure or the nature of the job limits the opportunity for staff interaction. Heavy work loads are also barriers for social interaction and support among staff.

A study conducted by the Berkeley Planning Associates (1977) as reported by Cherniss (1980), suggested that the more bureaucratic the setting was, the greater the incidence of burn-out. The study specifically indicated that measures of bureaucratization, which included the degree of innovation permitted, the degree of formalization, the amount of autonomy enjoyed by the staff members, and the amount of paperwork and "red tape" the workers had to deal with, were found to be associated with the rate of burn-out.

Thus, the degree of structure and support, the leadership style, the amount of role overload, role conflict, role ambiguity, as well as the incentive provided by the organization through a reward system, have been found to be related to levels of worker burn-out in various professions. These organizational sources of burn-out were investigated with respect to the teaching-coaching work environment.

B. The Teacher-Coach and Burn-Out

There are very few studies which have investigated the stress[2] and the sources of burn-out teacher-coaches experience in performing various aspects of their work. This section will outline the research which has been done on stress and burn-out in teachers, in coaches, as well as the very limited research done on the teacher-coaches.

Williams (1981) conducted an extensive study on teachers in the Edmonton Catholic School District[3] examining work-related stress and the organizational sources that were perceived as being contributing factors. Williams' (1981) reported that more than 75 percent of the respondents found their work to be moderately to very stressful. One-third of the teachers reported that their work is perceived as causing "considerable stress" or "very much stress" (Williams, 1981).

---

[2] Stress is not used synonomously with burn-out, however because burn-out is said to be caused by stress, the research dealing with stress as experienced by the teacher-coach, is a possible source of burn-out and therefore has been reviewed by this researcher.

[3] Edmonton Catholic School District is also one of three school districts surveyed in this study,therefore Williams'study was reviewed at greater length then other studies investigating stress in the teaching population. Because of the size of this district as compared to the other districts surveyed in this study, it should also be noted that

For most teachers in this school district the rank order of organizational sources of stress reported by individuals to whom they occur "frequently" or "almost constantly" were:

1. Lack of proper placement for students.
2. Lack of administration support.
3. Involuntary transfers to another school.
4. Lack of clearly defined school policies.
5. Disruptive students.
6. Implementing policies with which I disagree.
7. Lack of feeling of job security.
8. Unrealistic expectations of others about what can be accomplished.
9. Experiencing poor relationships with a colleague.
10. Lack of sufficient planning time during the school day. (Williams, 1981:221)

Other causes mentioned in the literature include poor salaries, lack of job mobility, public pressure, budget cutbacks, excessive paperwork, lack of positive feedback, lack of communication, lack of parent and administrative support and bureaucratic indifference (Maslach, 1976; McGuire, 1979; Welsh et al, 1982; Farber, 1983; Sakharov and Farber, 1983).

Although disruptive students have been identified as a major source of teacher burn-out, Ianni and Ianni state:

> Burnout syndrome is much more a phenomenon of stress in the person-organization relationship than it is a result of problems in the professional-client relationship....Disruptive students create the stress that lead teachers to burn-out only if the ideology of sense of community provided by the organization is insufficient to withstand the threat, or the reality of insult or injury from the environment. (1983:84)

Overload was mentioned as a common source of stress throughout the literature. Williams (1981:192) reported that one reason teachers reported for leaving teaching or for early retirement was "the workload gave them little time left for personnel pursuits." Declining enrollment was also cited as a source of stress because it has resulted in increased workload. Teachers speak of "extra preparation, changing assignments and increased load in order to

---

[3](cont'd) 59 percent of the respondents were from the Edmonton Catholic School District.

maintain programs and extra-curricular activities" (Williams, 1981:202). She found that there appeared to be an expectation that programs, both curricular and extracurricular must be maintained even though there are fewer people to do the work (Williams, 1981:224).

Pines and Aronson (1981) was previously quoted with regard to the lack of recognition and the inefficiency of large organizations in distributing rewards, appreciation, and recognition. The educational system is no exception in fact the lack of incentive, recognition, and appreciation reported by teachers is consistent throughout the literature. Williams (1981) indicated that the lack of rewards and incentives were reported by teachers as causing stress. Teachers indicated that "the thankless nature of the job, criticism from the public, lack of room for personal initiative, lack of job satisfaction and positive feedback" reflected stress in teaching (Williams, 1981:194). Low pay for the efforts expended, promotion policies and lack of communication with central office were also cited as sources of stress in teaching (Williams, 1981).

Welsh indicated that the lack of recognition and support has created the problem of "feelings of being used".

> Many teachers who reported symptoms of burn-out related that they started with high ideals and somehow lost them in the process of teaching. Those values seem never to have been supported by the other teachers, supervisors, parents or students. They have feelings of being used by the system, by students and by their own ideals. (1982:23)

Sakharov studied the personal commitment of teachers to the profession and indicated that:

> Those teachers who expressed a commitment to their profession cited two primary reasons for their position: rewarding relationship with students, and the availability of collegial support systems....Good professional mentors - supportive, creative, and resouceful - seem to provide models of strength to deal with disappointments and pressures in daily work....These teachers attributed their resilience to networks of colleagues and mentors, other teachers mentioned the value of administrative support. (1983:75)

Williams (1981:220) also reported that organizational items relating, to role conflict, role ambiguity and role overload ranked high in teacher's perception of sources of stress and supervisory responsibility related to sources of stress.

Ianni and Ianni (1983:88) found that the leadership of the principal and his or her ability to initiate a structure of order in the school was organizationally the most important factor in control over the atmosphere of the school.

The organizational stress found in teaching has a great deal in common with that found in the human services, problems with the decision making power structure and bureaucracy which were reported as organizational sources of burn-out, are also evident in the education system. Williams (1981:220) states: "the special character and intensity of stress and burn-out in human service organizations were reflected in teacher's comments."

The literature with respect to burn-out in coaching is very limited. However the process of burn-out in coaches has been reported to be similar to the process of burn-out in other "people-related" professions (Malone and Rottella, 1981; Massengale, 1981; Haggerty, 1982).

Malone and Rotella suggested that coaches who are experiencing burn-out start to question their ability to coach and provide leadership, they begin to feel:

> Helpless and out of control, tire easily, feel depressed, and may experience frequent headaches and digestive problems, they become less patient with their athletes, assistant coaches, and supervisors. (1981:22)

Rushall (1979) reported various indicators of "coaching decline" and "coaching inertia". These indicators have a great deal in common with the symptoms of burn-out which have been identified in the literature relating to the social service studies (Maslach, 1978,1982; Pines and Aronson, 1981). Rushall refers to the "aura complex" which is similar to the symptom of "omnipotence" which have been reported by others as being related to burn-out (Carroll and White, 1983; Maslach, 1982; Pines and Aronson, 1981; Freudenberger, 1980). Rushall also described a symptom which corresponds to Maslach's "depersonalization." He referred to this as, "they're all athletes model" in which "athletes are treated as if they are clones" (Rushall, 1979:11). Depersonalization is also evident in Rushall's description of the coaching environment shifting from one that is "no longer athlete centered." Rushall (1979:12) states: "the preoccupation of the coach changes from being athlete-centered to being concerned with the club, organizations, or the coach himself or herself." This also resembles movement toward a "bureaucratic mentality" (Cherniss, 1980:105) which has been related to burn-out as it is said to be a coping device to avoid personal contact("detachment") (Maslach, 1982;

Freudenberger, 1981; Cherniss, 1980). "Intellectual withdrawal" was another sign of Rushall's "coaching decline" which was described as constituting "the denial of any new knowledge or coaching procedures as being useful" (Rushall, 1979:11). This corresponds to the mental and intellectual symptoms of burn-out previously described in this chapter. In addition to the commonalities observed in the symptoms, there also appears to be a common thread in describing the sources of "coaching decline" and that of burn-out was described in the "people-related" professions. Rushall (1979:13) states that "there are a number of reasons for the emergence of these "coaching decline symptoms: lack of recognition; no clear evidence of achievement; and stifled professional growth." These factors have also been identified as sources of burn-out in the related literature pertaining to "people-related" occupations (Cherniss, 1980; Freudenberger, 1981; Maslach, 1982).

Haggerty (1982) investigated the degree of burn-out experienced by Canadian university coaches and reported that "the MBI was shown to be a valid and useful measure of coach burn-out" (1982:10). When subscale scores were compared to the norms established by Maslach and Jackson results showed that:

> Canadian university coaches reported a lesser degree of burn-out then those professionals upon which the MBI norms were based. Specifically, university coaches reported a lesser degree in the frequency and intensity of feelings of emotional exhaustion and depersonalization while reporting a greater degree in the frequency and intensity of feelings of personal accomplishment and personal involvement. (Haggerty, 1982:74)

Haggerty (1982) also reported that:

> 1. Coaches who had significantly higher levels of burn-out also displayed more adverse reactions and consequences to the coaching environment than those coaches with low levels of burn-out.
> 2. Coaches who reported more adverse physical and physiological reactions reported significantly higher degrees of burn-out.
> 3. The success of the coaches' athletes/teams during the past year and the past five years, did not have a significant effect on the coaches' burn-out levels.
> 4. Coaches who perceived their jobs as being highly stressful reported significantly more feelings of emotional exhaustion and depersonalization.
> 5. The only personal characteristic variable shown to be significantly related to coach burn-out was the sex of the coach. Female coaches reported significantly less personal accomplishment then males.
> 6. Coaches who coach females also reported significantly less intense feelings of personal accomplishment.
> 7. Full-time coaches, those whose job description was basically just coaching reported

> less emotional exhaustion then other coaches. The non-full-time coach who had additional responsibilities in teaching or an outside job reported more emotional exhaustion.

Haggerty's study was limited to coaching rather than the entire work-related stresses of the university coaches. He suggested that:

> The coaches' duties in coaching contributed to burn-out, but further investigation must consider the effects of an individual's total work duties and responsibilities on the development of burn-out. (Haggerty, 1982:87)

The research dealing with stress in coaching is also very limited as it is restricted to the acute stress which has been monitored mostly through heart rate in a game situation. Gazes et al (1969) found that both football and basketball coaches recorded "symptomless tachycardia" during competition. McCafferty (1978:71) reported that "there is considerable stress on a coach's heart during competition." This stress was found not to be restricted only to the "major sports." McCafferty (1978:71) states: "source of the stress is the coach's perception of the events of the game and the meaning of the outcome, not the competitive requirements of the game itself."

The effects of this intense and prolonged stress during competition, game after game, season after season is unknown, thus further investigation is required to provide more insight into this process. McCafferty (1978:71) states, "the potential cardiovascular damage resulting from the behavioral and physiologic responses to stress should be investigated."

The related literature is also limited in that most of the research was conducted on professional or college coaches. Research regarding the high school coaches has been conducted mostly in the American schools, where the philosophy and the hiring practices are different than in the Canadian high schools. Although the American studies may not totally reflect the coaching environment in Canada, there are some common characteristics which are important for consideration.

Role overload, role ambiguity and role conflict have been found to be sources of burn-out in social service workers (Farber, 1982; Cherniss, 1980; Maslach, 1982), in teachers (Williams, 1981), as well as the teacher-coach (Templin, 1982; Locke and Massengale, 1978;

Massengale, 1977). Begly (1984) reported that teaching and coaching were seen as two divergent paths by the teacher-coaches of his Pennsylvania study.

Research looking at the role conflict as experienced by the teacher-coach indicates that role overload or "load conflict" is the most frequently reported conflict by teacher-coaches (Templin, 1982; Locke and Massengale, 1978; Massengale, 1977). Templin states:

> This load conflict is the result of the combined workloads of coaching and teaching. Teacher-coaches are exposed to tremendous time pressures -- there is not enough time to coach, teach, and live a private life. Overload may lead to role dysfunction and ultimately to burn-out. (1982:9)

Women were found to have high scores for load conflict. Massengale conducted interviews after the completion of the inventories and concluded that "the womens' high scores for load conflict reflect a real feature of their lives - exceptionally heavy work loads. Female teacher-coaches also perceived more role conflict then their male counterparts" (1978:167). Massengale (1978:167) also reported that teacher-coaches who are not given compensatory release time reported more stress due to overload.

Role ambiguity, lack of clear school policy, lack of consensus on the part of educators as to the role of interschool sport has created an environment of uncertainty, and a non-committal attitude regarding the staffing, the support and the role of interscholastic sport. Massengale states:

> The dilemma is further complicated by the lack of clear role definition and the apparent confusion of school administrators. Administrators who sometimes perceive coaching as an important responsibility, are often unable to agree on equitable time allotment, and occasionally do not differentiate teaching with coaching while expecting competent performance in both. Thus, the teacher-coach must work at an unclearly defined job. The result is a confused teacher-coach supervised by a confused administrator. (1981:23)

The teacher-coach may experience both intra-role conflict as well as inter-role conflict. Intra-role conflict exists within a role when the coach is expected to perform incompatible behaviors within his role as coach. A coach may be expected to win every possible game by one group and give every player an opportunity to participate in each game by another group (Locke and Massengale, 1978). The resultant intra-role conflict becomes a "no win situation" for the coach. Teachers also experience intra-role conflict in that "they are expected to be all things to all people" (Williams, 1982). In addition to the intra-role conflicts of all teachers, the coach must resolve the intra-role conflicts of the coach, as well as inter-role conflicts as teacher-coach.

Time demands and load conflict are two sources of inter-role conflict experienced by the teacher-coach, however often the incompatability of the philosophy and objectives of the two roles are incongruent. Templin (1982) suggests that coaches must deal with "...the differences in role skills and attitudinal disposition of teaching versus coaching." The degree of competitiveness, leadership style, motivation of students versus athletes may not be compatible. Governali states:

> In no single aspect of the job do some physical educators wrestle with conscience more than when fulfilling their roles as coaches....In this total environment wherein values contravene each other, these instructors find themselves torn between the human desire to do what they ought to do as teachers and the equally human desire to do what they must to survive as coaches. For some coaches aware of conscience and sensitive to personal, ethical standards of behavior, the conflict between what ought to be done for students and what must be done for victory sometimes creates an anxiety too great to bear. (1980:30)

Physical education teacher-coaches were found to show significantly higher teacher-coach conflict scores than teacher-coaches assigned to academic classes (Massengale, 1977). This may possibly be the result of conflicts which may arise between the athletic program needs and the needs of the overall physical education program.

In summary, Massengale stated:

> A surprising number of teacher-coaches admit concern over the feeling that the quality of their teaching performance is impaired by the additional demands of coaching. (1978:173)

A teacher-coach role conflict task force was established by NASPE in the late 1970's to investigate problems related to values, status, career aspirations in teaching and coaching. Specific requirements of the teaching and coaching roles and workload were investigated and found to present conflicts of varying intensities in terms of the perception and experience of teacher-coaches.

Value conflict was investigated and it was found that there was an "incompatibility between the values teacher-coaches are expected to uphold with students and athletes and those currently upheld by society" (Templin, 1982:8). Templin reported that:

> The task force identified a conflict between "personal career advancement and the commitment to act in the best interest of teaching and coaching....The individual who aspires to make it up the occupational ladder in either role may make a large commitment to that role, and become more active in it at the expense or dysfunction in the other role. (1982:9)

Domestic responsibilities have been reported as a major conflict for both men and women in coaching (Sabock and Smith, 1978). Few studies have been conducted to investigate the affect of coaching on the coach's family as well as the effects that the family's attitude toward coaching has on the effectiveness of the coach in his or her role as teacher-coach. Sabock and Smith (1978:44) found that husbands of coaches consistently reported concerns regarding the wife's time: "there seemed to be an underlying resentment on the part of many of the husbands over the amount of time the wife spent at school." When the same questions were asked of the wives of coaches, Sabock and Smith (1978:44) reported "most of the wives were willing to adjust themselves and their families to the unique demands inherent in the responsibilities their husbands faced as high school coaches."

Thus, it would appear that the different expectations of male versus female spouses of coaches once again places the female coach in a situation of conflict. This could possibly lead to a higher level of emotional exhaustion amongst female coaches, which would result in higher levels of burn-out. This study investigated the degree of burn-out based on gender, controlling for marital status, in order to further investigate the reported conflicts of married women in coaching.

The lack of recognition and reward has been identified as one organizational source of burn-out. It has been recognized as a source of organizational stress (Williams 1981) and possibly a major contributor to burn-out (Massengale, 1981). There are very few incentives provided for the educator to pursue coaching. Massengale states:

> Teacher/coaches are caught in the midst of a complex and unequal reward system....They are simply educators who choose to coach although they know they will suffer under current models of educational organization. (1981:24)

Thus, factors which are specific to the teaching-coaching environment, such as teacher-coach role conflict, students as a source of stress, time and energy conflict, support from administration, colleagues and family, have been investigated in this study as possible contributors to burn-out in the higher school teacher-coach. This study will focus on both the nature of the job and the work environment, as well as the nature of the individual performing the job, namely the teacher-coach. Thus, individual, organizational and professional sources of burn-out as outlined in the related literature were investigated in this study.

Chapter III

Methodology

The contents of this chapter will be organized under the the following headings: Research Instruments; Sample; Research Method and Procedure in administering the Coaches' Survey and Burn-out Inventory; the Analysis of Data collected from the survey and inventory; the Selection of Respondents for Interview; the Interview Process; the Treatment of the Data, and Content Analysis of the Data; Limitations and Delimitations.

Data for this study were collected in two stages. In the first stage, an adapted version of the Maslach Burn-out Inventory and a Coaches' Survey were distributed to all teacher-coaches who met the definitional requirements of this study. The Edmonton Separate School District, the St. Albert Catholic School District, and the County of Strathcona School District participated in this study. These schools were selected as they were accessible for the follow-up interview investigating the sources and causes of burn-out. The purpose of this initial stage was to:

1. To investigate the degree of perceived burn-out as reported by the secondary school teacher-coaches.
2. To identify coaches according to Golembiewski's eight phase model of burn-out for the purpose of selecting a cross section of teacher-coaches experiencing burn-out. The selection of subjects for interviewing was based on the distribution of coaches across the various phases of burn-out.
3. To investigate the covariation of the demographic variables with: (i) Golembiewski's eight phases of burn-out; and (ii) the three subscale scores.

The second stage involved an open-ended, semi-structured interview with coaches who represented the various phases of burn-out within these three school districts. The purpose of this final phase was to investigate the sources and causes of burn-out as reported by the teacher-coaches.

A. Research Instruments:

Adapted Maslach Burn-Out Inventory

The Maslach Burn-Out Inventory (MBI) is the most widely used scale in researching burn-out (Paine, 1983:15). The MBI is now being used in many different disciplines which has facilitated the comparison and the integration of various research findings (Maslach, 1982a). The items on the MBI were specifically designed to assess feelings which result from the repeated and the intense interaction that characterize many human relations type jobs. In this study it was used to assess feelings and attitudes that are symptomatic of burn-out in the secondary school teacher-coach.

The MBI is a questionaire containing twenty-five items which are converted into three subscales: Emotional Exhaustion; Depersonalization and Personal Accomplishment. The nine items in the Emotional Exhaustion subscale describe feelings of being emotionally overextended and exhausted by one's work. The five items in the Depersonalization subscale describes "an unfeeling and impersonal response toward recipients of ones' care or service" (Maslach, 1981:101). For both of these subscales, Emotional Exhaustion and Depersonalization, higher mean scores correspond to higher degrees of experienced burn-out. The subscale of Personal Accomplishment contains eight items that measure feelings of competence and successful achievement in one's work with people. In contrast with the other two subscales, lower mean scores on Maslach's Personal Accomplishment subscale, correspond to higher degrees of burn-out.

A fourth factor consistently appeared in Maslach and Jackson's factor analysis when constructing the instrument. This fourth factor appears to tap a dimension of involvement with people. This is an optional subscale which reflects feelings of an over-involvement with the people one works with, i.e., athletes. However, Maslach does not include this factor as a subscale of the MBI. She states: "a fourth factor consistently appeared in the factor analysis, but since the eigenvalue was less than unity, it has not been included as a subscale of the MBI"

(Maslach, 1981:104). Golembiewski (1983) has also recognized the personal involvement factor but does not include this factor in his Phase Model. He states: "the internal analysis confirms Maslach's good judgement regarding personal involvement....However, we will focus on three "commercial subscales, modified"--Depersonalization, Personal Accomplishment (reversed), and emotional exhaustion" (Golembiewski, 1983e:466). As the result of both Maslach's and Golembiewski's suggestion, this optional subscale was not used for the purpose of this study.

The MBI has been found to be both reliable and valid when tested on various occupations (police officers, nurses, agency administrators, teachers, counsellors, social workers, probation officers, mental health workers, attorneys and others) (Maslach, 1981:6). Internal consistency was estimated by Cronbach's coefficient alpha and yielded coefficients of r=.83 for frequency and r=.84 for intensity. The test-retest reliability coeffient ranged from .53 to .82 for an interval of two to four weeks. Although these coefficients range from low to moderately high, Maslach (1981:105) reported that "all are significant beyond the .001 level."

Convergent validity was demonstrated in several ways: 1) An individual's MBI scores were correlated with behavioral ratings made independently by a person who knew the individual well; 2) MBI scores were correlated with the presence of certain job characteristics that were expected to contribute to burn-out; and 3) MBI scores were correlated with measures of various outcomes that had been hypothesized to be related to burn-out.

Maslach (1981:105) found that all three sets of correlations provided substantial evidence for the validity of the MBI. Further evidence of the validity of the MBI was obtained by distinguishing it from other measures that might be presumed to be confounded with burn-out. Maslach compared the experience of burn-out and that of job satisfaction. By comparing subject scores on the MBI and the Job Diagnostic Survey (JDS), Maslach found:

> Job satisfaction had a moderate negative correlation with both Emotional Exhaustion ($r=-.23, p<.05$) and Depersonalization ($r=-.22, p<.02$) as well as a slightly positive correlation with Personal Accomplishment ($r=.17, p<.06$). However, since less then 6 percent of the variance is accounted for by any one of these correlations, one can reject the notion that burn-out is simply a synonym for job satisfaction. (1981:105)

Although many of the items on the MBI may describe feelings that are contrary to professional ideals, a need for administering a Social Desirability Scale was rejected based on the related literature. Maslach and Jackson tested specifically for this when they asked subjects to complete both the MBI and the Crowne-Marlowe (1964) Social Desirability Scale. They reported:

> If burn-out is not influenced by a social desirability response set, then the scores on the MBI and the Social Desirability Scale should be uncorrelated. Our results support this hypothesis since the MBI subscales were significantly correlated with the Social Desirability at the 0.005 level. (Maslach and Jackson, 1981:73)

Haggerty (1982) adapted the MBI to the coaching environment and found that the slight rewording did not affect the validity or the reliability of the instrument. Jackson (as reported by Haggerty, 1982:24) also noted that the adaptation for the specific coaching population would improve the quality of the data. Haggerty reported that the specificity of the adapted inventory strengthened the inventory responses. Thus, Haggerty's adapted version of the MBI was adopted for this study.

Maslach used two dimensions, frequency and intensity, to describe each statement in the MBI. With respect to the frequency and intensity dimenions, Maslach states:

> Theoretically, one dimension might be more important than another, however there is no clear evidence from previous studies as to which dimension might be more significant, so it is a matter that deserves an empirical test. Should future research discover that one dimension is particularily important or, alternatively, that two dimensions are so highly corelated as to be redundant, the MBI would be revised to assess one dimension rather than two. (1981:11)

Golembiewski (1984a) reported that these dimensions have been found to be related. He extends Maslach's work in his pioneering of a phase model of burn-out. Golembiewski has reported that a single scale rather than a dichotomized scale (frequency-intensity) has been found to be more practical. He indicated that the two scales were found to have a high correlation and that respondents were "somewhat confused" by the two subscales (Golembiewski, 1984a).

Haggerty (1982) also reported a moderate to high relationship between how frequently coaches experienced various feelings and how intensely they were felt. "The correlation between the frequency and intensity dimensions ranged from $r=.67$ to $r=.85$ with a mean of $r=.77$. because of this finding one might question the usefulness of the two dimensions rather than using just one" (Haggerty, 1982:72). Thus, Golembiewski's single seven point scale was used for this study (see Table 3).

Table 3
Golembiewski 7 Point Scale
(Golembiewski, 1983e:5)

Very Much Unlike Me	1	2	3	4	5	6	7	Very Much Like Me

Coaches' Survey

The Coaches' Survey sought certain information which included the following personal characteristics: age, sex, marital status, number of children (see Appendix I). Teaching-coaching variables included the number of years coached at the secondary school level, percentage of teaching time spent in the subjects they taught, number of sports coached per year, the sports coached over the past four years, sex of athletes coached, number of hours per week in contact with athletes, the success of the athletes/team, compensation for coaching and involvement in coaching outside the school system. Two questions were asked related to the stress of coaching: listing physical symptoms of stress and the amount of stress perceived to be related to coaching. Finally, respondents were asked what alternatives they have considered to their present teaching-coaching job.

The Coaches' Survey was based on a tested survey conducted on C.I.A.U. coaches (Haggerty, 1981), and one employed by the Coaching Association of Canada (Wilson and Chambers, 1983). Information that was specific to the high school teacher-coach was also included in the survey used in this study. The survey was examined by five coaches in the Edmonton public school system, who were not part of the final sample, and two former high school coaches, who were coaching at the University of Alberta, to ensure that the questions were clear and understandable.

Sample

Teacher-coaches from the Edmonton Separate Schools, the St. Albert Catholic Schools, and the County of Strathcona School Board, participated in this study. Several requirements were used to select the interview sample. The teacher-coaches must have coached at least one major sport in two of the past four years at the Senior High School level. In addition the coach must have coached at least one major sport within the past two years. The coach must have been hired as a teacher under full time contract with the Board of Education. Ninety-two coaches within these schools met the definitional requirements of this study and were asked to complete the Coaches' Survey and the Adapted Maslach Burn-Out Inventory.

B. Administration of the Coaches' Survey and MBI

Permission to conduct this research was granted by the three District School Boards involved. A contact for all Senior High Schools in each district was provided by the School Board Superintendents and/or the Coordinator of Physical Education. Following the official School Board approval, Principals and Physical Education Department Heads were contacted by phone to outline the procedure for both the distribution and collection of the Coaches' Survey and Adapted Maslach Burn-Out Inventory. Physical Education Department Heads were very cooperative in providing lists of coaches who met the definitional requirements of this study. Coaches' packages, consisting of an introductory letter, an Adapted Maslach Burn-Out Inventory, and a Coaching' Survey, were delivered to coaches through their Department Heads. Upon return, all Coaches' Surveys were checked for the information regarding the definitional requirements in order to be sure the list given by the Department Head was correct. Respondents were not asked to include their names on the questionaire and inventory, however the questionnaires and inventories were coded to allow for the identification of respondents to be included in the interview phase of the study.

Analysis of Data

The MBI items and the demographic data were coded onto scanner sheets to be entered into the computer. Five scores for each subject were generated from the MBI items. Four scores were directly provided by the three subscale scores and the total score. The fifth score was generated based on Golembiewski's Phase Model. In reference to the fifth score generated by the Phase Model, Golembiewski states:

> This use of the MBI instrument is unique. Typically, MBI has been used in additive ways---as a total burn-out score or more commonly as three sub-scale scores whose covariation is then tested with demographic variables or with such outcomes as productivity or turnover. (1983:376)

Golembiewski (1984b) suggested that the distribution of teacher-coaches based on the Phase Model is more meaningful for comparison than the Total Score. He found that the highest and lowest Total Scores corresponded to the highest and lowest phases of burn-out (Phase VIII - Phase I). However, the total score did not correspond with the intermediate phases of burn-out.

The phase model considers the three subscales prepotent in the following order: depersonalization, personal accomplishment, and emotional exhaustion. Given the assumption that depersonalization characterizes the least advanced burn-out conditions, and emotional exhaustion the most advanced, an eight phase model was generated based on the respondents score on the three MBI subscales. High versus low assignments were distinguished for each subscale based on the median for that subscale. Scores above the median cut for each subscale were assigned high for that subscale, scores below the median cuts were considered low. (The phases are outlined in Table 2 in Chapter Two.) Golembiewski (1983e) indicated that the Total Score differed from the Phase Model assignments in that a high score on one subscale would balance a low score on another subscale and thus, would not be reflected in the Total Score as it is when using the Phase Model. Golembiewski's Phase Model rests on the progressive prepotencies of the three MBI subscales. The basic progression Golembiewski has tested is: Depersonalization --> reduced feelings of Personal Accomplishment --> Emotional Exhaustion. Golembiewski reversed the Personal Accomplishment scores of the MBI items before assigning the high/low categories for each subscale to avoid "mental juggling" (Golembiewski, 1983e). This also allows one to calculate a total score. Therefore, in contrast to Maslach's intrepretation for the Personal Accomplishment subscale score, (low score indicating low feelings of Personal Accomplishment and higher degrees of burn-out), Golembiewski reported a low score on Personal Accomplishment to reflect a high sense of Personal Accomplishment and therefore, a lower degree of burn-out. The Personal Accomplishment items of the MBI were reversed in this study to accommodate the assignment of phases as well as the calculation of the Total Score. The Statistical Package for the Social Sciences (SPSSX) was used to investigate the covariation of the eight phases of burn-out and the three subscale scores. Cross-tabulation of the various variables and phases of burn-out was done to investigate possible relationships.

C. The Interview

The purpose of this second stage of the research was to investigate the sources and causes of burn-out as reported by the teacher-coaches of the various phases of burn-out. An open-ended interview was conducted following the analysis of the data collected in the first stage of this study.

Pilot interviews were then conducted in order for this researcher to refine the method of questioning, and interview techniques. Three coaches from the Edmonton Public School Board and two former high school coaches coaching at the University of Alberta took part in this pilot interview. These coaches were selected based on marital status, gender, age, experience, and past success in coaching, in an attempt to include as many possible factors as possible.

Based on the the pilot interviews and the recurrent themes in the related literature, an open-ended, semi-structured interview was constructed (see Appendix II). The related literature had indicated that the structure of the work and organization is a greater determining factor of burn-out then individual personality (Cherniss, 1980; Ellenburg, 1981; Maslach, 1982;

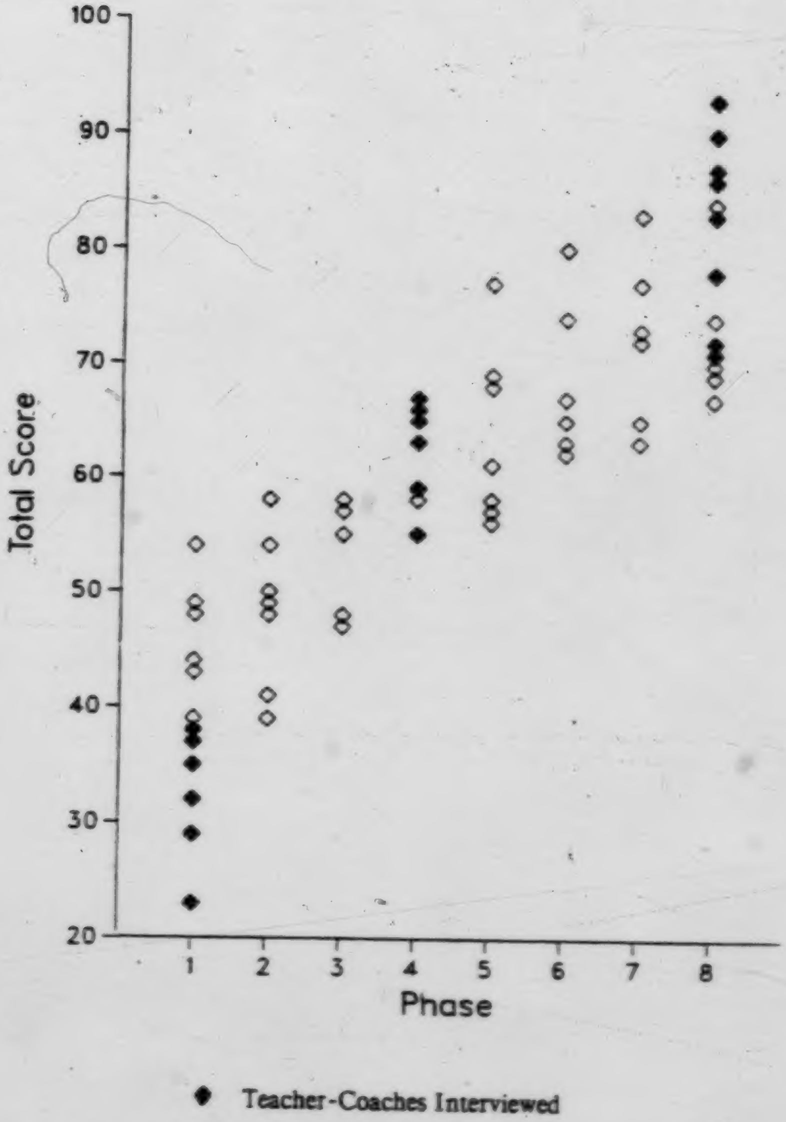
Golembiewski, 1983c, 1983f). Questions regarding personality, leadership style, motivation to coach as well as organizational support, compensation and incentive to coach were probed throughout the interview. Students have been reported to be a source of stress and burn-out (Williams, 1981; Sakharov, 1983), and this was also investigated through probing questions throughout the interview. Teacher-coach role conflict has been investigated by many researchers (Templin, 1982; Locke and Massengale, 1978; Massengale, 1977) and is said to "lead to role dysfunction and ultimately to burn-out" (Templin, 1982:9). Thus, questions regarding the role of a coach within the teaching profession were asked to determine if teacher-coach role conflict was a source of burn-out. Haggerty (1982) reported that the success of the coach's athletes/teams during the past year and the past five years, did not have a significant effect on the coach's burn-out levels. Thus, questions regarding the success and lack of success, as they relate to frustration and possibly burn-out, were constructed for the interview.

Selection of Respondents

Results of the first stage of this study were used to select a cross section of coaches, based on the phases of burn-out. A linear relationship was observed when the relationship between Total Score and the phases of burn-out were investigated (see Diagram I). Based on this distribution, three groupings for interviews were established. Eight individuals with the highest total score within Phase VIII were selected as representative of teacher-coaches reporting the highest degree of burn-out; seven coaches in Phase IV were selected to represent teacher-coaches reporting moderate levels of burn-out; and eight coaches with the lowest total scores within Phase I were selected to represent the teacher-coaches experiencing the least amount of burn-out. Through personal discussion with Dr. Golembiewski, it was suggested that these three phases be selected rather than interviewing a small sample from each phase of burn-out. These phases also provided a balanced representative sample in that they represented low, moderate and high levels of burn-out. They also represented three of the four phases that

Golembiewski proposed in his original Phase Model (see Table 1, Chapter Two). He now refers to these as the "pure phases" since the seven high/low assignments clearly follow his proposed prepotencies of the subscales.

Diagram I
Distribution of Coaches Across
Burn-out Phases of Total Score



Interview Process

Coaches from within these three groups (Phases I, IV, VIII) were contacted by phone to schedule an interview time. It was explained that approximately twenty coaches had been selected for a follow-up interview. To avoid a sensitization to burn-out, respondents were not told they were selected based on their degree of burn-out. All coaches with the exception of one teacher-coach were scheduled for interviews during the school day at their respective schools. Where possible, the interviews were conducted in private. However, distractions such as teachers and students entering the office or classroom were unavoidable. These minor distractions did not pose a problem for the interviewer or the respondent. One interview was conducted at the home of the teacher-coach.

The semi-structured open-ended interview varied from thirty to fifty minutes in length of time. All interviews with the exception of three were taped and transcribed for analysis. Three interviews could not be taped and were hand recorded in detail by the interviewer. One subject from each grouping (Phases I, IV, VIII) was hand recorded. One teacher-coach requested that the interview not be taped. Technical difficulties with the taperecorder prevented the taping of two other interviews.

Treatment of the Data

All taped interviews were transcribed verbatim from the tapes, were photocopied, and filed according to the phase of burn-out. One copy was used as a master reference copy, the second copy was used for the content analysis of the data. The hand recorded interviews were also photocopied and filed according to the phase of burn-out.

Content Analysis of the Data

The data gathered from the interview was analyzed through content analysis. Babbie (1979:240) suggests that this process can take the form of either manifest content analysis or latent content analysis. Burton and Dale (as reported by Slack, 1983:130) differentiated between manifest content analysis and latent content analysis:

> The former approximates the type of analysis applied to standardized questionnaires, consisting of counts of words, phrases and terms that have been judged as central or critical to the issue at hand. It reflects a request for numerical objectivity in the analysis, but in so doing it negates to a considerable extent the richness of detail that is obtained through the unstructured interview. Latent content analysis in contrast, requires the review of an entire paragraph or section of the transcript in order to identify its major thrust or intent. It is a means of discovering the subtleties and underlying depth of meaning in any communication. (Burton and Dale, 1984 forthcoming)

Due to the exploratory nature of this study, a greater emphasis was placed on an indepth understanding of the factors relating to burn-out in the secondary teacher-coach. Therefore, latent content analysis was used to analyze the data collected.

Various categories of sub-problems were established. All information relevant to each of the categorizations was cut from the photocopied transcripts and the hand recorded data, pasted and filed under the appropriate categories. Separate binders with the categorized information were kept for Phase I, Phase IV, and Phase VIII.

Limitations

Golembiewski (1983) indicated that the dichotomization underlying his Phase Model may induce "artifactual effects". It should be noted that the median cuts which establish the "high" and "low" categorizations for each subscale in this study reflect the top half and the bottom half respectively of the distribution of scores for the teacher-coaches of this study. Therefore, the phases of burn-out are only relative to this population. However, using the median as cutoff for "high" and "low" assignments did meet the objectives of this study in identifying a range of feelings of experienced burn-out. In conversation with Dr. Golembiewski (1984b), he suggested that the median cutoff be used for the purpose of this study.

Delimitations

The results of this study are delimited to the full-time teacher-coaches within the Edmonton Separate, St. Albert Separate and the County of Strathcona Secondary Schools, as part-time and "outside" coaches were not included in this study. It should also be noted that these schools were predominantly urban schools.

Chapter IV

Results and Discussion

The purpose of this chapter is to present and summarize the analysis of data obtained from the Coaches' Survey, the Adapted Maslach Burn-Out Inventory, and the interviews with selected coaches.

A. Return Rate and Selection of Interview Sample

Of the ninety-two Coaches' Surveys and Adapted Maslach Burn-Out Inventories distributed, seventy-seven were returned, for an 82% return rate. Two surveys were not used because they were either incomplete or incorrectly completed. The high rate of return was partly attributable to the methods of distribution and collection. The Coaches' Packages were personally delivered to the Department Heads of each sample school with instructions for distribution and collection. The surveys and inventories were then collected by this researcher ten days following distribution by the Department Heads. This was a somewhat time consuming method of distribution and collection; however, it did prove to be very effective.

The researcher's personal contact with school administrators and Physical Education Department Heads resulted in a good rapport with the schools. The rapport and familiarity with the schools was a definite asset when approaching coaches for the final interview stage of this study.

Based on the results of the Adapted Maslach Burn-Out Inventory, respondents were grouped according to Golemiewski's eight phases of burn-out. Twenty-three teacher-coaches were selected and of this group, twenty were interviewed.[4] Eight coaches representing the highest degree of burn-out (Phase VIII); six coaches representing a moderate degree of burn-out (Phase IV); and six coaches representing the lowest degree of burn-out (Phase I), took part in the final interview stage of this study.

---

[4] One coach did not wish to participate in the interview. Two other selected coaches were not interviewed because interviews could not be scheduled prior to their summer holidays. Although the summer holidays did create some time pressure in scheduling and completing of the interviews, it proved to be an ideal time to conduct this research. The latter part of June was selected in order to ensure that all coaches were out of season, and were free from the regular daily scheduling of teaching and coaching. The teacher-coaches had the time to sit down and openly discuss the various issues covered in the interview, without having the restrictions of their regularly scheduled classes and school responsibilities.

B. Profile of Respondents

This section will outline personal and professional characteristics of the teacher-coaches responding to the Coaches' Survey. Frequency and percentage frequency distributions are outlined in order to provide a profile of the teacher-coaches of this study.

Personal Characteristics

Gender

The ratio of male to female coaches was 3 to 1. Table 4 indicates that 75% of the respondents were male and 25% of the respondents were female. Haggerty (1983) reported a similar ratio of men to women in his study of C.I.A.U. Coaches (3.5 to 1). A "C.I.A.U. Study of Women in Coaching" indicated that a decline in women coaching occurred at the same time there was a 40 percent increase in programs" (1981:52). There are fewer women coaching in athletic programs at all levels within our education system. This has been and will continue to be a concern of women in leadership roles in sport. Unfortunately, because fewer women are involved in coaching, those women who are actively coaching often reported in this study that they felt "an obligation to do more" in order to maintain the athletic programs for women. It would appear that "too few are trying to do too much." Women presently coaching indicated that it is more difficult to recruit women on staff to coach than it is to recruit men. Fewer women on staff have an interest and the background to coach in the secondary schools. It is suggested that the overload on the few women coaching may be a factor in the reported levels of burn-out.

Table 4
Frequency and Percentage Frequency
Distribution of Respondents Based on Gender

Gender	Frequency	Percentage
Male	56	75
Female	19	25

Age

Seventy-one percent of the teacher-coaches of this study were between the ages of 29-43 (see Table 5). Maslach (1981) reported that younger workers were more prone to burn-out than the older more experienced workers. Thus, age has been found to be related to burn-out. MacIntosh (1982) has indicated that a large number of the interschool coaching staff has traditionally been the young physical educators and other teachers who have been recently recruited into the teaching field. With very close to 80% of the teacher-coaches in this study being over 29 years of age, and very few young recruits coming into the school system, the present older teacher-coaches are feeling the pressure of maintaining the athletic programs. This could lead to more excessive levels of burn-out in the future than has been experienced in the past.

Marital and Family Status

Table 6 and Table 7 indicate that the majority of coaches were married and had children. As a result of the various social pressures and conflicts between family and coaching responsibilities, it is suggested that teacher-coaches today are more susceptible to stress related problems and burn-out than were teacher-coaches of the past.

Table 5
Frequency and Percentage Frequency Distribution
of the Age of the Respondents

Age	Frequency	Percentage
24-28	16	21.6
29-33	22	29.8
34-38	21	28.0
39-43	10	13.3
44-48	2	2.7
49+	3	3.9

N=74 (1 missing case)

Table 6
Frequency and Percentage Frequency Distribution
of Respondents' Marital Status

Marital Status	Frequency	Percentage
Single	20	26.7
Married	48	64.0
Other	7	9.3

Table 7
Frequency and Percentage Frequency Distribution
of Respondents Based on Family Status

Status	Frequency	Percentage
No Children	34	45.3
Children	41	54.7

Professional Characteristics

Coaching Load

Approximately half of the teacher-coaches in this study reported coaching only one sport in the 1983-84 season (see Table 8). However, when asked to indicate the number of sports coached over the past four years, only 38.6% indicated they coached on the average one sport per year (coached 1-4 seasons over the past four years) (see Table 9).

It would appear that coaches are reducing their coaching commitments. A higher percentage of coaches are coaching one sport in the 1983-84 season (50.7%) than in the past four seasons (38.6%). Similarily, a higher percentage of coaches are coaching only two sports in the 1983-84 season (33.3%) than was reported over the past four years (26.6%). Fewer coaches were coaching three or four sports in the 1983-84 season (17.0%) than over the past four years (34.6%). This reduction in coaching load was also reported by Stevenson (1984:8) who indicated that "teachers react to the cumulative pressures of the job and outside concerns by reducing the extracurricular coaching load." MacIntosh (1979:5) also reported a trend in teacher-coaches toward drop out or reduced coaching and to "opt for less onerous extracurricular responsibilities."

Table 10 indicates the responses of coaches when asked what alternatives they have considered to their present teaching-coaching job. The majority of coaches indicated that they needed some form of change from their present situation, either through time off from coaching ("take a year off") or a change in their coaching job. The most frequent response reported in the "other" category was reduction of the number of teams coached each year.

Teaching Responsibilities

The purpose of collecting information regarding teaching responsibilities was to determine the amount of support for athletics that came from predominantly non-Physical Education teachers. Over half of the teacher-coaches (52.7%) of this study had less than 50% of their teaching responsibilities in Physical Education (see Table 11). Thus, it would appear that the Physical Education Departments did receive some support from teachers in other

Table 8
Frequency and Percentage Frequency Distribution of the Number of Sports Coached in 1983-84 Season

Number of Sports	Frequency	Percentage
One	38	50.7
Two	25	33.3
Three	10	13.3

Table 9
Frequency and Percentage Frequency Distribution of the Number of Sports Coached over the Past Four Years

Number Sports Coached	Frequency	Percentage	Annual Average
1-4	29	38.6	1 per year
5-8	20	26.6	2 per year
9-12	19	25.3	3 per year
over 12	7	9.3	4 per year

Table 10
Frequency and Percentage Frequency Distribution of Teacher-Coaches Responses to Alternatives to Their Present Teaching-Coaching Situation

Alternative	Frequency	Percentage[1]
Take a Year Off Coaching	26	35.1
Change Coaching Jobs	18	24
Leave Coaching Entirely	17	23.0
Move into Administration	12	16.0
Other Alternatives	19	26.4

[1] The sum is greater than 100% since teacher-coaches could respond to more than one alternative.

Table 11
Frequency and Percentage Frequency Distribution of Major Teaching Loads of Respondents

Physical Education	Frequency	Percentage
Less than 25%	32	42.0
25-50%	7	10.0
50-75%	12	16.0
75-100%	24	32.0

departments of the school.

Coaching Commitments Outside of School

The majority (66.7%) of teacher-coaches in this study reported that they did not coach outside of the high school athletic system. However, 33.3% of the respondents indicated that they had additional coaching responsibilities outside of school. The possible coaching overload as a result of extra coaching, may contribute to burn-out in these particular teacher-coaches.

School Size

The majority (66%) of teacher-coaches in this study worked in schools with student populations under 1,000. Table 13 outlines the frequency and percentage frequency distribution of the teacher-coaches based on school size. It is suggested that teacher-coaches in smaller schools may be more prone to burn-out as a result of the increased workload they may have to undertake in order to maintain the existing school programs.

Compensation for Coaching

The majority of coaches in this study (61.3%) indicated that they did not receive any compensation for coaching. Table 14 outlines the frequency and percentage frequency distribution of compensation for coaching as reported by the teacher-coaches of this study. Stevenson (1984) also reported on the lack of "extrinsic rewards" teachers receive for their extracurricular work. He states: "they are expected to teach the same number of classes as the other teachers, are expected to pull their weight in the usual daily school duties, and then are expected also to coach" (Stevenson, 1984:4). The overload this situation produces as well as the lack of recognition for work done by these teacher-coaches may contribute to burn-out in the high school teacher-coach.

C. Results of the Adapted Maslach Burn-Out Inventory

Maslach conceptualized burn-out as a continuous variable, ranging from low to moderate to high degrees of experienced burn-out. It is not a dichotomous variable which is either present or absent. A high degree of burn-out is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales, and in lower scores on the Personal Accomplishment subscales.[5] A moderate degree of burn-out is reflected in moderate scores on all three subscales. A low degree of burn-out is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales, and in high scores on the Personal

---

[5] Personal Accomplishment scores were reversed for this study to accommodate the assignment of phases as indicated in Chapter 3. However, when comparisons are made to Maslach's norms, scores have been converted to allow for relevant comparison.

Table 12
Frequency and Percentage Frequency Distribution of
Involvement in Coaching Outside of the Secondary School System

Type	Frequency	Percentage
Having Outside Coaching Commitments	25	33.3
Not Having Outside Coaching Commitments	50	66.7

Table 13
Frequency and Percentage Frequency
Distribution of School Size

Student Population	Frequency	Percentage
Under 600	21	28.0
600-1000	27	36.0
1000-1400	6	8.0
1400-1600	10	13.0
Over 1600	11	15.0

Table 14
Frequency and Percentage Frequency Distribution
of Respondents Based on Compensation for Coaching

Type Compensation	Frequency	Percentage
Free Period	29	38.7
No Compensation	46	61.3

Accomplishment subscale. Maslach (1981:1) indicated that scores are considered to be high if they are in the upper third of the normative distribution, moderate if they are in the middle third, and low if they are in the lower third.

Maslach established norms for the MBI subscales which has led to meaningful comparisons to be made across different disciplines and populations. The following sections compare the subscale mean scores for the teacher-coaches sample in this study to the norms established by Maslach.

Depersonalization Subscale

The mean score for the Depersonalization subscale was 11.12 with a standard deviation (SD) of 4.1. Based on Maslach's categorization of MBI scores, this score fell into the middle third of the normative distribution and thus was categorized as a moderate range of experienced burn-out. The mean score for this subscale corresponded to the mean scores established by Maslach's normative distribution (frequency x = 9.4/intensity x = 11.71).

Little or no difference was found between the male and female respondents of this study on the Depersonalization subscale. The mean score for females was 11.11 (SD = 4.58) compared to 11.13 (SD = 4.01) for male coaches. This corresponds to the findings reported by both Maslach (1981) and Haggerty (1983).

Although the mean scores on the Depersonalization subscale were similar for both male and female coaches, the mean scores did differ when the gender of the athlete coached was considered. Coaches who coached males only were found to have higher mean scores on Depersonalization than coaches who coached females only and those coaches coaching both males and females (see Table 15). This does not correspond with the findings of Haggerty (1983:62) who found that CIAU coaches who coached both males and females had higher mean scores on Depersonalization than those who coached only males or only females.

However, the coaches of male athletes were predominantly male teacher-coaches, whereas, the coaches of female athletes and both male and female athletes, were men and women. Maslach (1981) suggested that because the socialization of men and women are different, men may show more signs of Depersonalization, or, what Lief and Fox (1963)

Table 15
Mean Score on Depersonalization
Based on Gender of Athletes Coached

Gender of Athletes	Mean Score	SD
Males Only	12.10	3.73
Females Only	9.33	4.75
Males and Females	11.25	3.87

referred to as "detached concern." Women are still seen in a more nurturing role in our society. It is suggested that the relationship that male coaches have with male athletes may reflect differences in the socialization of the sexes in our society.

Table 16 indicates that coaches who reported their teams were highly successful over the past four years, scored lower on Depersonalization (x = 9.93; SD = 5.12) than did coaches who reported moderate success over the past four years (x = 12.78; SD = 4.16).

However, the teacher-coaches, perception of success may have incorporated not only their win-loss record but also the relationship and the commitment he or she has developed with his or her athletes. On the other hand, it is suggested that the relationship a coach develops with his or her athlete is an important factor in a successful program. Coaches who share more than just tactics and strategies with athletes are more likely to develop the necessary commitment and trust to produce a successful team. A very successful high school teacher-coach interviewed in this study indicated that the relationship he had with his players was his strength as a coach.

> "The relationship with students and players is very, very important in coaching. That is one of my strengths. If you are going to be a successful coach that is the major strength you have to have."

It is suggested that the ability to communicate with the student-athlete on an individual level as well as on a greater team level is an important coaching requirement for the successful coach.

Table 16
Mean Score on Depersonalization
as Compared to the Reported Success
of Teams Over the Past Four Years

Reported Success	Frequency	Mean Score	SD
Highly Successful	14	9.93	5.12
Quite Successful	36	10.44	3.54
Moderately Successful	23	12.78	4.16

Coaches who reported coaching to be very stressful also reported the highest scores on Depersonalization (x = 12.86; SD = 5.11). Coaches who reported coaching to be rarely stressful scored the lowest on Depersonalization (x = 9.96; SD = 2.95). This corresponds to the findings of Haggerty (1983:67) who indicated that mean scores on Depersonalization increased as the amount of perceived job related stress increased.

There was no difference in the Depersonalization subscale scores based on marital status. Single teacher-coaches had a mean subscale score of 11.35 as compared to 11.19 for married coaches. Although Maslach (1982:60) reported marital status as being a factor in burn-out, it was not reflected in the Depersonalization subscale for this population.

Personal Accomplishment Subscale

The mean score on the Personal Accomplishment subscale was 44.75. (SD = 5.88). Based on Maslach's categorization of MBI Scores this mean score would fall in the lower third of the normative distribution and was categorized as a low range of experienced burn-out. The coaches in this study report a greater sense of Personal Accomplishment as indicated by a higher mean score than the means established by Maslach (frequency = 36.01/intensity =

39.70).

It is suggested that the motivation of the student-athletes versus the "clients" of the various workers Maslach has studied, may account for the greater sense of personal accomplishment reported by these teacher-coaches. The comments of one teacher-coach interviewed in this study reflects the potential for feelings of Personal Accomplishment.

> "I basically like the socialization with the kids. I like talking to them about what they can get out of sport, and what they are looking for in sport, and I really like the fact that in coaching kids you can get immediate results from hard work."

It is also suggested that the nature of coaching provides constant feedback to the coach as compared to the bureaucratic nature of the workers studied by Maslach. This feedback goes beyond the immediate win-loss record for a given season. Coaches have a direct comparison of athletes' past performances and skills by which he or she can measure their improvement.

Female teacher-coaches reported slightly lower Personal Accomplishment than their male counterparts (female = 42.0; male = 44.0). This corresponds to the study of CIAU coaches in that, Haggerty (1983:81) reported male and female coaches had similar degrees of burn-out for most subscales with the exception that "females reported less intense feelings of Personal Accomplishment than males." Since female coaches in this study primarily coached female teams, it is suggested that the lower mean score for female coaches may be explained by the lesser amount of attention given to female athletics.

Female coaches interviewed in this study indicated that athletics was more of a central focus and priority amongst the high school boys than it was for the high school girls. One female coach reported:

> "...it doesn't seem to mean as much to the girls. Their reasons for participation are different than the boys. I've had men who have coached female teams here before that said they would never do it again. They just said I can't deal with the girls....Maybe it's just my personality, maybe it's just me, but girls tend to--"let's put the volleyball away, and let's...you know, I've got this problem I'd like to talk to you about"--and so that's where I see the difference."

It is difficult to determine whether the emphasis girls place on high school athletics is the result of the coaching they receive or if in fact the reasons for participating on school teams is different as a result of the different socialization process. The recognition and profile of men's athletics is much higher than women's athletics. It is suggested that the support which accompanies this reduced recognition may influence female coaches' sense of Personal Accomplishment in coaching. However, regardless of the gender of the coach, or the gender of the athletes, the Personal Accomplishment mean scores for this coaching population were consistently higher than those reported by Maslach (females frequency = 36.18/intensity = 39.82; males frequency = 35.65/intensity = 39.55). Once again it is suggested that the motivation of student-athletes and the nature of sport allows for one to potentially feel a greater sense of Personal Accomplishment because of the immediate feedback both coaches and athletes receive as a result of their efforts.

Married coaches scored higher on Personal Accomplishment than did single coaches (married x = 44.15; single x = 42.5). These findings correspond to those reported by Maslach since married respondents had higher mean scores as compared to single individuals (see Table 17). It is suggested that the additional support these individuals receive from their families may account for the higher sense of Personal Accomplishment.

Coaches reporting they had experienced a high degree of success over the past four years scored the highest mean score on Personal Accomplishment (x = 48.86). The mean score for coaches reporting "quite successful" teams was 45.5; and coaches reporting "moderately successful" teams had the lowest mean score of (x = 39). This third grouping corresponds more closely to the mean score established by Maslach's norms (frequency 36.01; intensity 39.7). Teacher-coaches interviewed in this study indicated that their definition of success went beyond a simple win-loss definition. Thus, a sense of accomplishment in teaching and coaching measured through participation of the students, and the development of student-athletes, explains the observed relationship between reported success and personal accomplishment.

Coaches working in schools with less than 1,000 students had lower mean scores than those working in schools over 1,000 students (see Table 18). This could be the result of the limited success smaller schools may experience. However, in addition to the small population to draw talent from, smaller schools also have fewer teachers to staff their extracurricular

Table 17
Comparison of Teacher-Coach Mean Scores and MBI Norms for Personal Accomplishment Based on Marital Status

Marital Status	MBI Norms	Mean Score
Single	Frequency 33.94 Intensity 38.63	42.5
Married	Frequency 36.71 Intensity 40.04	44.15

Table 18
Mean Score on Personal Accomplishment According to School Size

School Size	Mean Score
200-600	42.47
600-1000	42.14
1000-1400	47.83
1400-1600	46.20

programs. Coaches in smaller schools reported coaching more sports than coaches in larger schools. Coaches in schools with a population of under 1,000 students reported coaching on the average, eight sports over the past four years as compared to five sports as reported by coaches working in schools over 1,600 students. This possible overload situation may produce feelings of being "spread too thin" which is reflected in the lower mean score on Personal Accomplishment of these teacher-coaches.

Emotional Exhaustion Subscale

The mean score for the Emotional Exhaustion subscale was 29.4. Based on Maslach's categorization of MBI scores, this score would fall into the middle third of the normative distribution and was categorized as a moderate range of experienced burn-out. The teacher-coaches' mean score on the Emotional Exhaustion subscale corresponded to the established means scores for the MBI (frequency = 24.08/intensity = 31.68).

Female coaches reported more Emotional Exhaustion. The mean score for female coaches was 33.6 as compared to 28.01 scored by male coaches. These findings correspond to the mean scores of Maslach's demographic norms (female x = 33.33; male x = 28.99) indicating that females experience more emotional exhaustion than their male co-workers.

Pines and Aronson (1980) indicated that our society still expects that the working woman's primary vocation is that of homemaker. Therefore, a woman who takes a job outside the home is taking on two full-time jobs. Add the role of coach to this already demanding schedule and it is not surprising that these women are showing signs of emotional exhaustion. The low number of women in coaching as previously reported places additional pressure on the few female teacher-coaches to continue their present workload. These women unfortunately have only two alternatives: cope with this overload or resign. One coach indicated that there was a great deal of pressure to coach, he reported that a female coach wishing not to coach volleyball because of the conflict with her family responsibilities finally gave in to the pressures. He stated:

> "She ended up coaching the junior high girl's soccer team because she was made to feel so guilty about not doing the volleyball that in the end the pressure got to her to a certain degree."

Coaches of females expressed more Emotional Exhaustion than the coaches of male athletes. The mean for coaches of females was 30.38 as compared to 27.5 coaches of males. It is suggested that because the coaches of female student-athletes were predominantly female, the explanation for these results corresponds to the overload situation reported earlier with respect to the female teacher-coach.

The comparison of the mean scores based on marital status also support the findings of Maslach. Single coaches scored higher on Emotional Exhaustion than did married coaches (single x = 33.2;married x = 28.46). The norms established by Maslach also reflect a higher sense of Emotional Exhaustion amongst single versus married individuals (single intensity=34.5/frequency=26.34; married intensity=30.2/frequency=22.94).

It is suggested that the single teacher-coach may have more of a tendency to over-identify or become overly involved in his or her work than teacher-coaches whose family commitments restrict or limit their involvement for them. The support of the teacher-coaches' family also may reduce feelings of Emotional Exhaustion. One single teacher-coach who resigned from teaching as a result of his overcommitment to his students and athletes stated:

> "It's called total involvement, and it's neglecting yourself. This year was no problem, because I knew the signs...but when I quit teaching it was because I had been totally involved from September on, it was that total involvement....You come to school at 8 o'clock in the morning and you are still with them at 6 o'clock at night, and by the time you get home, you watch TV to relax and then you go back to school and then you supervise ski trips on the weekend...your life starts to centre around them."

A second teacher-coach who was also single and totally involved in teaching and coaching stated:

> "I always feel stress when I coach, always. I'm single, so I don't have the stress from the family, although I do get stress from my own family saying, "when are you going to take time for you? When are you going to become number one? How much time are you going to spend with these kids? How many weekends are you going to give to them?" And from my own personal friends that I don't see very often, they say "what the hell is wrong with you? We never get to see you, you don't spend time for yourself. Don't we count in this group of friendship?" So yes, I feel a lot of stress at times."

These are very committed individuals with honorable intentions; however, in order to reduce their high sense of Emotional Exhaustion they must recognize and define the boundaries of their work and their personal life.

Teacher-coaches who had taught less than fifty percent Physical Education had a lower mean score (26.8) than those who taught fifty percent or more Physical Education (31.7). This could be due to the fact that coaches in this study teaching more than 50 % Physical Education, coached almost twice as many major sports than did coaches who taught less than 50 % Physical Education. The former group coached an average of 3.7 major sports over the past four years as compared to 6.1 major sports for coaches who had taught more than 50 % Physical Education. Overcoaching was reported as a major source of stress amongst teacher-coaches interviewed in this study. The responsibility for staffing the interschool athletic program falls on the shoulders of the Physical Education Department. Physical Education teachers reported that they were expected to coach: "it comes with the territory", "It's an expectation of the administration and it's an expectation I hold myself." Stevenson (1984:3) reported similar findings when he interviewed high school teacher-coaches in eastern Canada.

> It is understood by everyone involved that this is what physical education teachers do. It is an expectation which is held by their collegues in the Physical Education Department. You coach because everyone coaches, and if you don't then someone else will have to do "your" load in addition to their own. And of course the students expect it....Through a process of socialization, they have come to incorporate this extracurricular work as an expected component of the physical education teacher's role.

Coaches also reported that they coach because they love working with the enthusiastic student-athletes. However, teacher-coaches outside the Physical Education Department reported that they would not enjoy coaching if they had to coach all year. Coaching year round is perceived as becoming more of a burden than a source of satisfaction and enjoyment. It is suggested that teacher-coaches who taught primarily Physical Education indicate higher feelings of Emotional Exhaustion as the result of overcoaching. Coaching was also reported to be a release for the non-Physical Education teacher because it was an opportunity to work with students outside the classroom, either on the playing field or gymnasium. However, for the Physical Education teacher, the sporting environment did not serve as a refreshing change.

Mean scores on the Emotional Exhaustion subscales decreased as perception of success increased. Coaches reporting "highly successful" teams over the past four years also had the lowest mean score on Emotional Exhaustion (26.5). Coaches reporting "quite successful" teams had a mean score of 29.75; and "moderately successful" coaches scored 30.78 (see Table 19).

However, the information collected through the interviews indicated that the teacher-coaches' perception of success was not a simplistic win-loss or medals won definition. The involvement of the student-athletes in the athletic program, their level of commitment and dedication, the achievement of athletic potential, were more often reported as the criteria used

Table 19
Mean Score on Emotional Exhaustion
According to Reported Success Over the Past Four Years

Reported Success	Mean Score
Highly Successful	26.50
Quite Successful	29.75
Moderately Successful	30.78

for measuring success by these teacher-coaches. Thus, coaches who saw their athletes reach their potential performance over the course of a season or high school career, may have experienced less Emotional Exhaustion as a result of the satisfaction in reaching such a goal. Based on the results of this study, it cannot be assumed that the "winning" coach experienced less Emotional Exhaustion than the second or third place coach. It is suggested that future studies investigate the effects of the various factors which are involved in coaching "success" as they relate to motivation in coaching and coaching burn-out.

Summary

The teacher-coaches in this study were found to experience a moderate to low range of burn-out as categorized by Maslach's normative distribution scores (see Table 20). Teacher-coaches were found to score in the moderate range of experienced burn-out for Depersonalization and Emotional Exhaustion and in the lower ranges for Personal Accomplishment. The lower score in Personal Accomplishment indicate that the coaches in this study reported a greater sense of Personal Accomplishment than Maslach's population.

Despite the fact women traditionally have been said to show more compassion and personal involvement, and men have been considered less likely to develop close contacts or attachments, male coaches did not score higher on the Depersonalization subscale than did the female coaches. In fact, there was very little difference in the mean scores. However, coaches

Table 20

Summary & Categorization of Subscale Means of Teacher-Coach as Compared to Maslach's Normative Distribution

Subscale	Teacher-Coach Mean Score	MBI Mean Score (based on normative distribution)	Normative Distribution placement of Teacher Coach - Means in MBI	Categorization of experienced burn-out
Depersonalization	11.2	frequency 9.4 intensity 11.71	middle third	*moderate range
Personal Accomplishment	44.75	frequency 36.01 intensity 39.70	lower third	*low range
Emotional Exhaustion	29.4	frequency 24.08 intensity 31.68	middle third	*moderate range

coaching males only, tended to score higher on Depersonalization than coaches coaching females only or both males and females.

Since male athletes are predominantly coached by male coaches, it is suggested that the higher score reported on Depersonalization may be a reflection of the traditional socialization of the male coach and the male athlete which was not reflected in the results for male coaches of female athletes. Thus, it would appear that the relationship of the coach and the athlete, rather than the gender of the coach, may be a factor in the reported difference in the Depersonalization scores. That is to say that male coaches may relate to male athletes in a form of "detached concern" which both the athletes and the coaches find acceptable and comfortable.

Female coaches reported a slightly lower sense of Personal Accomplishment than did male coaches. Similar results were found by Haggerty (1983) and Maslach (1981). Female coaches and coaches of females reported higher mean scores for Emotional Exhaustion than did male coaches and coaches of males.

Results regarding marital status closely followed those reported by Maslach (1981). Married coaches reported a greater sense of Personal Accomplishment as well as less Emotional Exhaustion than did single coaches. Thus, single coaches may be more prone to burn-out than married coaches.

Coaches reporting higher perceived feelings of success in coaching, reported less Depersonalization and Emotional Exhaustion and a greater sense of personal accomplishment. However, the perception of success as reported by teacher-coaches who were interviewed showed that success is not simply based on win/loss records. Therefore, it cannot be assumed that the "winning" coach is any less susceptible to burn-out than is the "losing' coach.

D. Phases of Burn-out:

The purpose of this section is to present the distribution of teacher-coaches across the eight phases of burn-out. Table 21 outlines the distribution and the percentage distribution of coaches across the eight phases of burn-out.

Depersonalization and Phases of Burn-Out

The median score for Depersonalization for the coaching population of this study was 11.0. Therefore, all scores falling below 11.0 on this subscale were assigned "low". All scores which were 11.0 or higher were assigned "high" for Depersonalization. The median for this subscale was lower than that reported by Golembiewski (1983e). Golembiewski established norms based on a "Federal Agency Study" conducted in the United States, and reported the median for Depersonalization to be 18.0 (see Table 22). The median observed in this study, would only fall in the 18.8 percentile of Golembiewski's federal agency population. The mean score for this subscale was also much lower than that reported by Golembiewski (1983e). The mean score of this study was 11.1 as compared to 18.2 reported for the federal agency population. Thus, the coaching population of this study reported considerably less Depersonalization than that of Golembiewski's population as reflected in the lower median cut and the lower mean score.

It is suggested that perhaps due to the nature of the teaching-coaching profession, reporting feelings of Depersonalization may be contrary to professional ideals. The low score on Depersonalization may reflect a social desirability effect. In other words, it would be more socially acceptable for workers working in a bureaucratic Federal Agency to report feelings of Depersonalization than it would be for teacher-coaches working with young student-athletes. However, it is also suggested that the low score on Depersonalization may in fact reflect teacher-coaches' feelings and association with the student-athletes they work with. The results of the content analysis of the interview data of this study indicated that the student-athletes do not contribute to feelings of burn-out, instead they are a source of satisfaction for the

Table 21
Frequency and Percentage Frequency Distribution of
Coaches Across the Eight Phases of Burn-out

Phase	Frequency	Percentage
Phase I	15	20.0
Phase II	7	9.3
Phase III	6	8.0
Phase IV	7	9.3
Phase V	7	9.3
Phase VI	6	8.0
Phase VII	7	9.3
Phase VIII	20	26.6

teacher-coach. This data is presented in the section on sources of burn-out.

Personal Accomplishment and Phases of Burn-Out

The median cut for the subscale Personal Accomplishment[6] was also lower than that reported by Golembiewski. The median cut for Personal Accomplishment was 21.0, as compared to the 26.0 median reported by Golembiewski. A score of 21.0 would have fallen into the 25.2 percentile range of Golembiewski's norms. The higher sense of Personal Accomplishment was also reflected in the lower mean score of this coaching population (20.7) as compared to the mean score of Golembiewski's study (25.8). Thus, the coaching population in this study reported a higher sense of Personal Accomplishment than the federal agency population in which Golembiewski established norms.

---

[6] Note: The scores for this subscale have been reversed as suggested by Golembiewski to accommodate both the total score and the "hi/lo" assignments for subscales.

It is suggested that the feedback and intrinsic gratification teacher-coaches receive from coaching is reflected by their higher Personal Accomplishment scores. Stevenson reported:

> It seems clear that the central motivation for the extracurricular work comes overwhelmingly from the intrinsic reward which it provides. Teachers coach because of the satisfaction they derive from it. The satisfaction of achieving, of seeing the kids learn, improve and go on to better things. (1984:5)

Thus, it is suggested that teacher-coaches may experience a greater sense of Personal Accomplishment than that reported by Golembiewski's population of Federal Agency workers, due to the intrinsic rewards and the relationship with the student-athletes the coaching environment fosters.

Table 22

Comparison of Means & Medians of Golembiewski's Federal Agency Study and the Teacher-Coach

Subscale	Golembiewski's Norms (Federal Agency Study)		Coaching Population	
	median	mean	median	mean
Depersonalization	18.0	18.2	11.0	11.1
Personal Accomplishment	26.0	25.8	21.0	20.7
Emotional Exhaustion	22.0	22.8	29.0	29.4

Emotional Exhaustion and Phases of Burn-Out

The median cuts for the final subscale Emotional Exhaustion (29.10) were found to be higher than the median cut reported by Golembiewski (22.0). A score of 29.0 would fall in the 71.7 percentile range of Golembiewski's norms. The mean score also reflected the higher Emotional Exhaustion as reported by this coaching population (29.4) as compared to Golembiewski's study (22.8). Thus, the coaching population of this study reported experiencing more Emotional Exhaustion than those reported in Golembiewski's study.

The interview data suggest that the high score on Emotional Exhaustion reflects an overload situation experienced by the teacher-coaches rather than the end product of feelings of Depersonalization and lower sense of Personal Accomplishment (as outlined by Golembiewski's prepotencies or priorities of the subscales). The overload experienced by these teacher-coaches appears to be a major contributor to the reported burn-out. This data will be presented under the section on sources of burn-out.

Summary

The results of this study indicated that the secondary school teacher-coaches experienced less Depersonalization (thus contributing less to burn-out), a greater sense of Personal Accomplishment (thus contributing less to burn-out) and greater Emotional Exhaustion (thus contributing more to burn-out) than those reported by Golembiewski's norms. Golembiewski also reported a higher mean score for the total subscale scores (66.9) than was observed in this study (61.3). This would suggest that the teacher-coaches of this study experienced less burn-out than those reported by Golembiewski.

Although the median cuts, and the mean scores for this study, were lower for the subscales reporting feelings of Depersonalization and Personal Accomplishment (reversed), and higher for the Emotional Exhaustion subscale reported by Golembiewski, a comparison of the three MBI scores associated with phases of burn-out within this study does lend support to Golembiewski's phase model. Analysis of the data established that the scoring conventions do generate sub-populations (phases) that correspond to the expected direction of scores. Phase I and Phase VIII had the lowest and the highest scores respectively in all three MBI scores. The overall differences within the three kinds of MBI scores reflected non-random differences (see Table 23). As the total mean score increased, the Phase of burn-out increased. However, Golembiewski's total scores did not correspond to the phases of burn-out as linearly as observed in this study. Results of Phase II and V were somewhat different in that Golembiewski reported these two phases to have similar total scores as a result of two "low" assignments and one "high" assignment, but they do represent different degrees of burn-out based on the prepotency of the subscales. In fact, it would appear that total score and phases of burn-out in this study correspond so closely that total score could be used in place of Golembiewski's phase model. However, Golembiewski indicated that there is in fact information provided through the Phase Model of Burn-Out, that cannot be drawn from the total scores and the three subscale scores. Golembiewski states:

> The phase model obviously rests on the three separate sub-domains, and yet transcends them. In addition, the phase approach is to a degree consistent with a Total Score approach, and yet remains in significant senses quite distinct from it. (1983d:6)

Golembiewski expands on the distinction between the phase approach and the total score approach when he states:

> The phase model implies a variety of practical and theoretical opportunities not provided by Total Score and the three sub-scale scores. For example target intervention should differ as Total Scores are differentially loaded by Depersonalization, Personal Accomplishment or Emotional Exhaustion. The phase model provides one approach to responding to such differences in sub-scale components, while it also differs in major particulars from a Total Score Approach. (1983a:11)

Therefore, it is argued that the similarities between the mean total score and the phases of burn-out give support to the phase concept. However, mean total score should not be used to replace the Phase Model.

Although the mean total score data did lend support to the Phase Model approach to burn-out, comparisons of the mean subscale scores of Golembiewski's norms to the medians of this study is questionable. Golembiewski's conceptual model rests on the prepotencies of the

Table 23

Comparison of Four MBI Scores Associated
With Phase of Burn-out Based on
Golembiewski's Norms and High
School Teacher Coaches

Dimensions		I Lo Lo Lo	II Hi Lo Lo	III Lo Hi Lo	IV Hi Hi Lo	V Lo Lo Hi	VI Hi Lo Hi	VII Lo Hi Hi	VIII Hi Hi Hi	Population Mean
Mean, Total Score	A	47.2	58.7	58.7	69.9	62.3	74.9	77.0	86.4	65.9
	B	38.7	48.4	53.3	61.8	63.7	68.5	72.1	78.1	60.6
Mean, Depersonalization	A	11.9	22.0	12.7	22.1	13.5	23.8	14.9	25.0	18.2
	B	7.4	12.9	8.0	13.4	7.3	12.8	8.4	15.2	11.2
Mean, Personal Accomplishment (Reversed)	A	20.0	19.4	30.3	30.4	20.3	21.7	32.0	32.3	25.8
	B	14.7	14.6	23.5	25.0	16.3	18.7	24.6	26.0	20.8
Mean, Emotional Exhaustion	A	15.3	17.2	15.7	17.4	28.5	29.4	30.1	29.1	22.8
	B	16.7	21.0	21.8	23.4	40.1	37.0	39.1	37.0	29.4

Note: A - Golembiewski Federal Agency Population
B - High School Teacher-Coaches

three subscales; increased feelings of Depersonalization leads to decreased feelings of Personal Accomplishment which results in increased Emotional Exhaustion. Based on this theoretical framework, it is difficult to explain the comparison of the mean subscale scores reported in this study with the norms established by Golembiewski. With the lower scores on Depersonalization and Personal Accomplishment, one would expect this population to also report a lower mean score than Golembiewski's norms on the Emotional Exhaustion subscale. It is the higher score on Emotional Exhaustion of the coaching population which does not support Golembiewski's priorities or prepotencies of the three subscales.

Therefore, it would appear that the analysis of this data independently does provide support for the phase model in that all mean scores (i.e., total score and the three subscale scores), corresponded to the expected direction across the eight phases of burn-out. However, the higher mean score on Emotional Exhaustion, given the lower means on Depersonalization and Personal Accomplishment, is not congruent with the priorities or progressive prepotencies of the three subscales on which this model rests.

One possible explanation for this incongruency could be a Social Desirability Affect. Although Haggerty (1983) and Maslach and Jackson (1981) reported a significant correlation between the subscales and the Social Desirability scale, the reporting of Depersonalization could be seen as contrary to professional and personal ideals of the high school teacher-coach. The coaches responses may have been influenced by a Social Desirability Affect because of the age of the student-athletes.

A second explanation could be that coaching may not be the main source of burn-out in the high school teacher-coach. If other work-related sources contributed more to the level of burn-out than coaching, then it is possible that the teacher-coaches were in fact experiencing a higher degree of burn-out as was reflected in the Emotional Exhaustion subscale. However, teacher-coach experienced burn-out may not be reflected in the Depersonalization and Personal Accomplishment subscales. Therefore, because the athletes may not be the source of burn-out, the degree of burn-out may not be reflected in the Depersonalization subscale. Similarly, if coaching was not among the major sources of burn-out within the teacher-coaches work environment, then Personal Accomplishment related to coaching may not influence the degree of burn-out as experienced by the teacher-coach.

The interview data supports these hypotheses in that the student-athletes were reported to be the source of satisfaction rather than a source of burn-out. It was also reported that coaching was source of satisfaction in the teacher-coaches' job. Stevenson (1984) also reported that teacher-coaches indicated that a great deal of the satisfaction they experience in their job was through their coaching involvement. Stevenson states:

> For a number of teachers, although teaching is their number one priority, most of their job satisfaction comes from their coaching. (1984:8)

E. Sources of Burn-Out

The purpose of the following sections are to discuss various sources of burn-out as reported in the coaching surveys and the interviews. The data will be presented under three headings: burn-out and individual characteristics; organizational and structural sources of burn-out; and professional sources of burn-out.

F. Factors Related to Burn-Out Based on the Individual:

Gender

Nine or 47.3 % of the female respondents were categorized in Phases VII or VIII as compared to 32.1 % of the male respondents; 15.8 % of the females were in Phases V or VI as compared to 17.8 % of the male respondents; 15.8 % of the female respondents were in Phases III or IV as compared to 17.8 % of the male respondents; and 21.1 % of the females were in Phase I or II as compared to 32.1 % of the male respondents.

Female coaches in this study also reported coaching more sports over the previous four years than had their male counterparts. Female coaches coached 6.0 major sports compared to the male coaches who coached 4.6 major sports over the past four years. When total sports (major and minor as defined in chapter one) coached over the past four years was considered, female coaches on the average coached more sports than their male counterparts (8.4 sports versus 6.8 sports).

It was previously indicated that there were fewer women coaching at the high school level than there were men. It is suggested that the higher percentage of women in the upper phases of burn-out as compared to men (see Table 24) is the result of the overload these women must carry in order to maintain the women's athletic programs. The comments of the following female coaches reflect the pressure placed on these women:

> Female coach - Phase VII
>
> "When I first started I was the only woman on staff (Physical Education), and there were all sorts of teams to coach, and all sorts of girls. I coached everything....They had never had a woman coach. The coaches they had had were people like the librarian who, you know, just serve the ball, get it over...no technique involved....But I'm beginning to not enjoy it so much, and I feel that it is because I have done so much for so long that it is now expected of me, and next year I am not doing it ."
>
> Female Coach - Phase VIII
>
> "When I first came here it was - you're the only female phys. ed. person, you will be doing all the major sports. So you will be coaching a lot - that's what I was sort of forced into....It was expected, in my interview I was told right away that this high school especially because they only have one female phys. ed. person, she's expected to do a lot - and the phys. ed. turnover (female) in this school is tremendous."
>
> Female Coach - Phase VIII
>
> "The kids looked at me as a Saviour when I arrived. I feel they hold me somewhat accountable for the entire program, and I hate to let them down...but I learned my limitations through past experience where I almost had a breakdown two years ago because I tried to do too much."

In addition to the overload or over-coaching expressed by female coaches, all female coaches interviewed in this study expressed either an experienced conflict between their family role and their coaching role, or those who did not have families, indicated they could foresee a conflict with coaching when they started a family. Time and family conflicts were the two most frequently reported conflicts of all female coaches in this study.

Pines (1980:87) indicated that the expectations that society has tradtionally set for women as homemakers, coupled with the additional expectations of the job outside the home,

Table 24
Frequency and Percentage Frequency Distribution of Female and Male Coaches Across the Eight Phases of Burn-out

Phases	Female Frequency	Female Percentage	Male Frequency	Male Percentage
I-II	4	21.2	18	32.1
III-IV	3	15.8	10	17.8
V-VI	3	15.8	10	17.8
VII-VIII	9	47.3	18	32.1

has resulted in an "external situational stress and internal emotional stress, both affecting the working womans' self-perception as a competent human being." The conflict reported by female teacher-coaches in this study reflected their sense of failure as a result of the conflict they perceived in their various responsibilities. The comments of the following female teacher-coach indicates her feelings of guilt when she commits her time to her team:

Female Coach (married with children) - Phase VIII

> "Something that I find very stressful is coming home after spending all day Saturday at a tournament and arriving home Saturday night at ten o'clock and saying good night children type of thing...it is not very relaxing or enjoyable either. You know, you feel a bit guilty about it."

Female teacher-coaches without families have indicated that they cannot foresee giving as much time to their role as a teacher-coach in the future. The traditional role of homemaker would take priority over their role as teacher-coach. The following comments from two female teacher-coaches reflect the stronger identification with the traditional role as opposed to their present teacher-coach role.

Female Coach (married without children) - Phase VIII

> "If I have a family it would be just totally impossible, because you can't, if you have children you couldn't stay until seven o'clock at night three times a week. I don't think that it is fair to your family."

Female Coach (married without children) - Phase IV

> "When I have my family, my priorities will be: family, teaching and if I have time coaching."

Although male teacher-coaches also reported conflicts with family responsibilities, it was generally felt that these conflicts could be worked out as opposed to being "totally impossible" to resolve. The following section outlines the influence marital and family status have on burn-out, for both male and female teacher-coaches.

Marital Status

Maslach (1981) reported that married individuals reported less Depersonalization and Emotional Exhaustion and a higher sense of Personal Accomplishment than did single individuals. Thus, Maslach (1981a) suggested that married individuals are less prone to burn-out. With the exception of Depersonalization, the mean scores on the subscales supported this conclusion. Cross-tabulation of phases of burn-out and marital status also supported Maslach's findings in that single coaches tended to be in the upper phases of burn-out and married coaches tended to be in the lower phases of burn-out. Table 25 outlines the frequency and percentage frequency distribution of coaches across the phases of burn-out based on marital status. Forty-five percent of the single coaches were in Phases VII or VIII, whereas only fifteen percent of the single coaches were in Phases I and II. Married coaches were more evenly distributed across the phases of burn-out with 33% being in the upper two phases and 31.3% in the lower two phases of burn-out.

However, these results are somewhat different when phase of burn-out was cross-tabulated by marital status controlling for gender (see Table 26). Seventy-three percent of the single male coaches were in the upper half of the burn-out phases (Phase V, VI, VII, VIII), and 45.5% of the single male coaches were in Phases VII or VIII. Forty-eight percent of the married male coaches were in the upper half (Phases V, VI, VII, VIII), 30% in Phase VII or VIII. These findings are consistent with those of Maslach and the overall observations of this study. However, the results of this study found that married female coaches reported higher phases of burn-out more often than single female coaches. Seventy-five percent of the

Table 25
Frequency and Percentage Frequency Distribution of Single and Married Coaches Across Phases of Burn-out

Phase	Single Frequency	Single Percentage	Married Frequency	Married Percentage
I-II	3	15.0	15	31.3
III-IV	4	20.0	8	16.7
V-VI	4	20.0	9	18.7
VII-VIII	9	45.0	16	33.0

Table 26
Percentage Distribution of Single and Married Coaches Across Phases of Burn-out Controlling for Gender

Phase	Single Male	Single Female	Married Male	Married Female
I-II	9.1	22.0	32.5[1]	25.0
III-IV	18.2	22.0	20.0	0.0
V-VI	27.3	11.1	17.5	25.0
VII-VIII	45.5[1]	44.4[1]	30.0	50.0[1]

[1] Highest Percentage

married female coaches were in the upper four phases of burn-out with 50% of the married female coaches being in Phase VII or VIII. Fifty-six percent of the single female coaches were in the upper four phases of burn-out with 44.4% being in Phase VII or VIII.

Thus, while the majority of the married male coaches were in the lower phases of burn-out, the majority of the married female coaches were in the upper phases of burn-out. This has not been researched or reported in the related literature. Women who were interviewed reported an "either or situation" in reference to coaching and raising a family. Male coaches reported coaching to be a conflict with family, but one that "could be worked out."

Women have the added responsibility of meeting the expectations of teacher as well as the obligations of a homemaker, which is demanding enough, without the third responsibility of coaching. Through content analysis of the interview data it was found that women felt an obligation to their husband and family and reported they "had to", "they were needed" and "they felt obligated" to be home with their families. Married male coaches reported: "I would like to spend more time with my own children" and "I enjoy being with my children." The comments of the following male coaches indicate a desire as opposed to a need to be with their children.

> Male Coach - Phase VIII
>
> "I enjoy going home and getting to spend some time with my daughter, you know, to lie on the coach and have her use you as a monkey bar set, it's fun, it's relaxing ...."
>
> Male Coach - Phase I
>
> "The only conflict I have now perhaps is my own children are also involved in sports, and there are sometimes when I'm here coaching someone elses kids while my own are playing, and I sometimes wish I was there watching, and should be watching them."

The comments of the following female coaches indicate the need, as dictated by the traditional role of homemaker, to be home as opposed to simply wishing they could be home.

> Female Coach - Phase VIII
>
> "If I have a family it just would be totally impossible...it's a major problem, especially with women. If they're going to have families I don't see how they could do it, unless their families are older, but when their families are young I don't see how you could do it."
>
> Female Coach (married without children) - Phase IV
>
> "Although I enjoy coaching now. My priorities will change in the future when I have a family. My first priority will always be my family commitments, then teaching and then coaching. If there is not enough time for coaching I won't coach."

Married men in this study also reported greater support from their wives. Sabcock and Jones (1978) studied the effect of coaching on the family and reported that male coaches receive more support from their wives regarding the time coaching requires than female coaches receive from their husbands. They stated:

> It was also apparent that most of the wives were willing to adjust themselves and their families to the unique demands inherent in the responsibilities their husbands faced as

high school coaches. (Sabcock and Jones, 1978:44)

However, Sabcock and Jones (1978) found husbands of female coaches were less supportive of the wife's coaching role and the time coaching demanded of her. They reported:

> In fact, there seems to be an underlying resentment on the part of many of the husbands over the amount of time the wives spent at school. It is possible that at least part of this can be attributed to the way many men perceive the traditional roles of a husband and wife in our society, i.e., the husband comes home at the end of a work day and should be met by his wife and all the comforts of home. (1978:63)

Support, whether it be organizational, professional, social or family, helps to reduce potential burn-out (Cherniss, 1980; Maslach, 1982). It is suggested that the married men in this study showed less burn-out than single men, single women and married women because their role as teacher-coach was supported by their spouses. This support is reflected in the comments of the following married, male teacher-coaches.

Male Coach - Phase IV

> "You know, my wife says why can't you have a nice nine to five job, like everyone else. Now, on the other hand, my wife also understands why I don't have a nine to five job, you know, and so she supports me....She knows how much I love it. I don't think she likes it, but she supports me."

Male Coach - Phase I

> "Yes I do (get support from my wife in my role as coach), but I think she knows that I really love it. And I think she knows that without it I would be unhappy...it's part of my life."

It is suggested that the higher percentage of married female teacher-coaches in the upper phases of burn-out (as compared to the single female teacher-coaches) is the result of a lack of social and family support for women in non-traditional roles such as coaching. When the traditional role of wife and homemaker is compromised as the result of time committed to coaching, it would appear that the non-traditional role of teacher-coach is not given the support needed to relieve conflict and feelings of guilt.

Age

The mean age of coaches in Phase VIII was 32.1 years as compared to 36.6 for coaches in Phase I. Similarly, the number of years coached at the secondary school level revealed that the mean for coaches in Phase VIII was 6.9 years as compared to 11.3 years for coaches in Phase I. The results of this study would appear to support Maslach's (1981) findings that younger and less experienced workers are more prone to burn-out than older workers.

The younger coaches in Phase VIII reported factors such as overly idealistic, overloaded, overcommitted, lack of confidence due to inexperience and lack of security as possible contributors to burn-out. These factors were also reported by many other researchers in their investigations of factors contributing to burn-out (Cherniss, 1982; Freudenberger, 1981; Pines and Aronson, 1981; Maslach, 1982). The following comments from teacher-coaches reflect the initial idealistic, enthusiastic feelings of the teacher-coach which eventually can lead to feelings of burn-out.

> Young Female Coach - Phase VIII
>
> "I went overboard in my first year and I gave all of my time, and it was crazy, and now, when I'm not giving as much, and I'm saying, okay, that margin can wait, or, no you are not going to have a practice tonight, then I feel like, you sure did a good job in your first year but you are really slipping now, but you are not, you are becoming realistic now."

In reference to advice given by a collegue regarding limiting her involvement and commitment to the extracurricular program, one teacher-coach reported:

> Young Female Coach - Phase VIII
>
> "...all the advice went in one ear...he always said to say no, just learn to say no. You know, and I couldn't do it. You are in your first year and you are excited about these things."

The need to recognize your own limitations and define your boundaries in order to maintain a liveable pace was reported by the following young male coach in Phase VIII:

> "I made the mistake of starting off with three or four sports when I first got going. That pace would kill you eventually. I think you have to know your limitations, and I think you have to keep a pace."

Young teacher-coaches are in a difficult situation in that they have little control over the security of their present position. Since these teachers do not have "seniority" they are the first to be transferred or laid off regardless of ability and their contribution. The comments of one young male teacher-coach who had a young family and who was told that he would not be re-hired in the upcoming year, reflected the pressure these young coaches experience as a result of the lack of security.

> "Any time you have to worry about your job that takes your mind off everything else....I wish you could read the letter I got. It said, he is an excellent person. You need to hire him, we can't. You know, how are you supposed to feel? Do you feel like a failure because you couldn't keep the job? No, because the economy just says, that's the way it is folks. You feel frustrated. You cannot relax and concentrate on your position."

Stevenson (1984) reported a similar situation in his case study of eastern Canadian high school teacher-coaches. He states:

> What is happening is that, because very few new teachers are being hired, existing teachers are being transferred around the School Districts to fill the necessary teaching responsibilities. The result is that such teachers are expected to teach subjects in which they have neither training nor experience. It is important to point out that the basis upon which teachers are being laid-off and are being transferred is not their "ability" nor is it their "performance", nor is it the time they have committed to extracurricular activities...it is simply on the basis of "seniority". The older teachers are secure, the younger teachers are at risk. (Stevenson, 1984:13)

Thus, the lack of security provided within the system for young teacher-coaches who are committed to making a contibution in both teaching and coaching, has been identified as a factor influencing burn-out in young high school teacher-coaches.

Various researchers have indicated that the ability to recognize one's limitations and capabilities reduces the likelihood of burn-out (Freudenberger, 1980; Maslach, 1982). Freudenberger (1980) suggested that the greatest protection against burn-out is self-awareness and recognizing the need for balance. Setting limitations and finding a balance between coaching, teaching and one's personal life is important for the prevention of burn-out. It is suggested that recognizing these limitations and finding this balance may come with experience. The older teacher-coaches in this study reported their initial struggle in finding the right balance.

> Male Coach - Phase IV
>
> "I think the days of me saying there is no limit on my time for the school are long gone....If they want to do that, that's fine, but eventually they are going to have to evolve to a different way of thinking. If they want to pressure themselves, that's fine. I think I have learned that I will take the amount of pressure I want to put on myself, but that's it. I think I've also learned that that's becoming a more realistic amount, which is leaving time for my family, leaving time for my own teaching."

Male Coach - Phase IV

> "When I first got into this business you always felt that you had to prove yourself as a coach, and prove your teams to others, and I quickly dispelled that, and I soon realized that there's so many other teams and there's so many records....I became realistic."

Male Coach - Phase I

> "I think probably my first few years winning was more important....When I first started I coached so many things. Now I coach basketball only. When I came here I coached football, volleyball, and basketball and then gradually eliminated football and volleyball and just stuck with basketball."

Older, more experienced coaches appear to know their limitations in coaching and have attempted to reduce their commitment to coaching over the years until they reached a compromising balance. In the past, coaches could reduce their commitment to the number of teams they had to coach, as there were always younger teachers moving into the system who were eager to fill these vacated coaching positions. However, younger teachers today are finding themselves in situations where they cannot reduce or even take a break from coaching since there are no young "relief" coaches entering the school systems. They are faced with continuing to "over-coach" (coach too many seasons) and thus remaining in an environment which is highly related to burn-out.

It was previously suggested that school administrators must recognize the limitations of their staff and their school based on the resources they have. Given the problem of "over coaching" which is contributing to burn-out in the high school teacher-coaches, perhaps programs should be reduced or a central coaching pool be established to provide coaching assistance to programs which need it as opposed to "winning" programs. Smaller schools and less successful programs are not as attractive for a young "outside" coach who is hoping to establish himself or herself as a good coach in the hope of finding a teaching job. It is a case of the "rich get richer and the poor get poorer". A central coaching pool would help provide assistance to both the schools which are presently struggling and to the teacher-coaches in those schools who cannot see any relief in the foreseeable future. The mobility of the teacher-coaches in the past is no longer an alternative for today's teacher-coaches. New incentives and strategies must be implemented to maintain the morale and job satisfaction of these individuals.

Personality Characteristics

A comparison of the personality profiles of the teacher-coaches in Phase I, IV, VIII was made based on content analysis of the interview data. It was observed that the profiles of teacher-coaches in Phase VIII corresponded with personality traits which were reported to be related to burn-out as seen in the related literature.

Type A personality, characterized by an intense and sustained drive to achieve, a competitive and time pressured lifestyle and a striving and a very driven personality, were reported to be associated with burn-out (Cherniss, 1980). Cherniss also reported that burn-out prone individuals tended to set high goals for themselves as well as experiencing a conflict between their goals and aspirations. These characteristics were observed in 50% of the Phase VIII coaches interviewed. The following comments from Phase VIII teacher-coaches reflect these personality traits:

Female Coach - Phase VIII

> "I am a perfectionist, I drive myself very, very hard, and I think just breaking into teaching for these three years, teaching and coaching, I've let a lot of things suffer because my job has always come first. I want to be so good at what I do....School "A" has become my life, you know, and maybe I'm resenting that a little bit now because I don't really feel like I am getting as much out of it as I'm putting into it. I am a really hard worker, but I couldn't do it any other way....But I guess a source of my frustration right now is because I am that type of person, and I work to be very good at what I do....I drove myself really hard in university to achieve a lot, so I think it has just continued on....I need to be doing something that I feel good again. I have to feel competent again, and I don't feel it in the situation here..."

Male Coach - Phase VIII

> "That year when I had talent it was probably the hardest year of my life, because I expected myself to win."

Male Coach - Phase VIII

> "To me, ever since I have been knee-high to a grasshopper if the working day was under twelve hours long, well, obviously, you didn't do enough."

Freidman and Roseman (as reported by Bartner and Rosenman, 1967:525) indicated that one characteristic of Type A behavior was "continuous involvement in multiple and diverse functions constantly subject to time restrictions." Although overcoaching was observed as a source of stress in all phases of burn-out, individuals in Phase VIII tended to overextend and overcommit themselves to their work. Freudenberger (1975:8) indicated that burn-out individuals were "overly committed and excessively dedicated, and ignored their own discomforts and preferences almost without respite." He reported that these individuals used their job as a substitute for social life. Some individuals in Phase VIII reported loss of control over their own lives and that their job was controlling or "consuming" their time and energies.

Female Coach - Phase VIII

> "School A" has become my life....I think it boils down basically to just a few basic things. First of all, I think I would like to establish myself perhaps as a person again...if my job ended at four o'clock then maybe I wouldn't be as consumed with my job all the time, and maybe I could not be as frustrated with myself as a person. So I think it's the whole time thing. I just need time."

Having resigned from his position at his present high school and transferring to a Junior High school as a Mathematics teacher, this next teacher-coach relates his need to better define his work and his own personal time.

Male Coach - Phase VIII

> "...if I was bright enough to take a look at this job and realize that you can't get any satisfaction because you can't finish it, and my job satisfaction is in - you've finished your job and - you can say a job well done.....Well, you can never finish anything. Like, no matter what...say you finish volleyball season and you are second in the province, but then you are going to run juvenile ball, you are going to run midget ball, and at the same time basketball is going on...It has always been, summer time, do what you want to do. Come back, okay, now school starts, and you start working on school stuff, and I've just got to make sure that, you know, whether I enjoy Glenora, or Mayfield (tennis clubs) or something - anything, you just have to make sure that you are not getting set up 'cause your recreation time is coaching. That is what I have done especially for the last three years....I have got to be smart enough not to do that. I've probably even done it for the whole ten years that I have taught."

These individuals reported continually overextending themselves despite recognizing the need for time to recuperate. One coach indicated extending his commitment to an off season spring league, despite feelings of exhaustion, and that he did not really know why he was doing it.

Male Coach - Phase VIII

> "There has been times that I have basically said, I want to take a year or two off and not coach, and that is what it has come down to this year. I get so involved in basketball that by the end of the season I'm completely drained. I really am. Like, physically and mentally. I don't even want to see a basketball, and yet I still run a spring basketball league after."

Over involvement or over commitment was expressed in relation to the sport, the program, the athletes, and/or to the students. One Phase IV coach had indicated that he had to resign as a result of his over involvement, but was back teaching and trying to maintain a balance between his work and his life outside work. In reference to his experience prior to his resignation, this coach remarked:

Male Coach - Phase IV

> "It's called total involvement and it's neglecting yourself. This year was no problem because this year I knew the signs, but when I quit teaching it was because I had been - right from September on it was - student council, soccer...it was that total involvement. So you don't have time to yourself... you come to school at 8 o'clock and you are still with them at 6 o'clock at night...your life starts to center around them."

Thus, once again, the need to establish a balance in one's commitment to coaching and to one's personal life is recognized as a factor contributing to burn-out. These individuals need to define the boundaries of their work, to set their own limitations or to compartmentalize their work and their personal life. They must recognize that it is possible to establish these boundaries without reducing their effectiveness as a teacher-coach.

Omnipotence, excessive need for control and an authoritarian personality type have been reported to be associated with proneness to burn-out (Maslach, 1982; Freudenberger, 1975). Two coaches in Phase VIII made reference to themselves in terms of being authoritarian. The following comment reflects this personality trait.

Male Coach - Phase VIII

> "Unfortunately there is one thing maybe I don't like about myself is that I'm -- although I played for very authoritarian coaches, I unfortunately turned out that way, and like I really see a specific goal; you know, I set out a specific goal, I try to do it a certain way. And I, unfortunately, force my kids into the same type of mold. In other words, you have to do it my way....I mean, that is my job and I don't want any interference on that."

Male Coach - Phase VIII

> "...I would rather not have an assistant coach, to tell you the truth. Fortunately it was a very close friend of mine, and he knew my personality, and the type of person I was (in reference to past experience with his assistant coach). How hyper I was, and how I got into the game, and he understood that he wasn't going to do any coaching during the game....A lot of times in the heat of the game I wasn't even listening to him."

These personality traits were not as evident in the other phases of burn-out. The majority of coaches in Phase I and Phase IV described themselves as "keeping things in perspective", "balance", "optimistic", and "positive". The major difference between Phases I and IV and those in Phase VIII appeared to be balance and perspective versus over involvement and over-identification. Comments from coaches in Phases I and IV reflect these differences. The ability to see high school competitive sport within the larger educational framework and to see it in its proper perspective was generally reported by the coaches of these two lower phases of burn-out. It would appear that both individual personality traits aas well as the age and experience of the coaches in these phases are factors in their ability to work within a balanced perspective.

Male Coach - Phase IV

> "There are lots of times when I'm out on the field and I'll get really excited, but I think I have the ability to step back from that, take a deep breath and say, okay, where are you going with this, and what's the point."

The ability to compartmentalize or set boundaries may be a factor in helping to prevent burn-out in the high school teacher-coach. It was suggested that coaches in Phase VIII tended to show signs of over involvement and over-identification, while teacher-coaches in the two lower phases indicated an ability to separate their work from their personal lives.

Male Coach - Phase I

> "I'm kind of an optimistic, perhaps hedonistic kind of person and coaching is that way, too....When the game is over generally it's, you know other than some post-mortems, it's over and we'll start again tomorrow."

Male Coach - Phase I (in reference to his reactions to a loss)

> "...it's something I might discuss with fellow coaches after a game, like, discuss what happened, and why or try to analyze it, but certainly not something I would take home."

Thus, the results of this study indicate that personality is a factor in burn-out. It was also found that the ability to recognize one's own limitations and to avoid over-identification with one's role as a teacher-coach, may also reduce or prevent burn-out from occuring.

Motivation to Coach

Coaches were asked to comment on their initial motivations to coach, and how and why they became involved in coaching. Probing questions were used to determine why they were still coaching as well as their future plans regarding their coaching commitment and desire to coach.

The most frequently recorded comment regarding both the initial and present reasons for coaching by teacher-coaches from all phases of burn-out was "working with the kids" or "involvement with the kids". Comments involving the students varied from feelings of obligation to the students to provide good athletic programs, to "perceived need on the part of the students", to "I enjoy the kids", to "the kids keep me going". The following coaches comments reflect these responses.

Male Coach - Phase I

> "You know that in basketball, once in every eight years you may be blessed with an opportunity to really go for something. And I guess that has always been a plan for me. The closer you get, you know the more exciting that goal is. But it hasn't been a wipe out because that hasn't happened eh. It's still being with those kids."

Male Coach - Phase I

> "It's the kids you know. As many bad days as you can have teaching because you've got all kinds of kids and all kinds of problems or you can have a lot of downers with your administrative trivia. You don't even feel like, sometimes, heading out for practice, but you do, and this kid comes in with a big grin and says, hi coach and you know, it lifts you right up."

Female Coach - Phase VIII

> "There's a lot of really good athletes in this school who want to play, and they're constantly turning to you. It's not only for major sports, I just got asked yesterday if I would do a badminton team. I guess basically it's really hard to say no, because I do enjoy the coaching situation and more than anything I enjoy the kids in this school, they are super kids and they are what keep me going all the time. So I think if they can sort of sustain me in what I'm doing I would like to offer something to them. I think it is a combination of both, I do continue to coach because it's part of the expectation here, being a phys. ed. teacher, and secondly, because of the kids."

Williams (1981) reported that one of the top five sources of stress for teachers in the Edmonton Catholic School District was "disruptive students". Williams indicated that her findings corresponded to those of other researchers who also reported that a major sources of stress for teachers was student related. The results of this study showed quite the opposite situation. In fact, as can be seen from the coaches comments, the students competing in interscholastic sport are a source of relief for many coaches. The students who take part in extracurricular activities are generally more motivated and more enthusiastic. In addition to the enthusiasm and motivation of these athletes, the coaching environment is much different than the teaching environment. The relationship this environment promotes is much more personable and allows both the student and the coach to view each other in a different perspective. Thus it is not surprising to see a difference in the reported sources of stress between the teacher and the teacher-coach. Many coaches in this study reported that their role as coach within the school had helped them in their classroom rapport as well. Teachers who taught primarily outside of the Physical Education Department reported that one reason they remained in coaching was because of the opportunity to get to know the students in a different atmosphere and likewise for the students to get to know them in a more relaxed, sociable atmosphere.

Those teachers who taught primarily Physical Education reported "it is expected of me" more frequently as a reason for coaching than did other teacher-coaches. However, that was not the primary initial motivation although in some cases (Phase IV and Phase VIII only) it was the only reason they continued to coach.

> Female Coach - Phase I
>
> "It's part of my job. When I went into Phys. Ed., I knew coaching was going to be part of it, and I wanted it to be part of it."

Younger coaches reported more frequently that the initial reason for coaching was "it got me a job" and the present reason was "to keep my job". This was not observed in the older coaches. Although those reporting "it got me a job" as an initial motivation were more frequently in Phase VIII. This response appeared to be influenced more by the hiring situation of the time, than by the reported level of burn-out.

Male Coach - Phase VIII

> "You know when I got hired I was one of the few. It was not outlined that you are getting hired bacause we want you to coach basketball, but it was there. I knew it, the principal knew it, others knew it, so, that was part of the reason I got it, it was my reputation as a player."

Through content analysis of responses related to coaches' future plans in coaching, a wide range of responses were observed. Three coaches, two from Phase I and one from Phase VIII, indicated that they wished to pursue coaching at a higher level. The two coaches in Phase I were coaching at the university and college level as well as at the high school. The coach in Phase VIII indicated he was pursuing a coaching career at the university or college level. All three of these coaches had competed at the intercollegiate level as athletes.

All coaches in Phase I expressed a strong desire to continue coaching at the high school level.

Male Coach - Phase I

> "I could go on forever."

Male Coach - Phase I

> "I think I am a good coach, and I want to, now that my career as a player and as an athlete is slowly coming to an end, I want to really work on becoming a serious coach....I want to coach at the highest possible level I can."

Male Coach - Phase I

> "If I couldn't do this I would go nuts....I think that I would have gone flat as a teacher, because there has to be more to teaching than being in your classroom."

One coach in Phase IV indicated that he would never coach again.

> "It was challenging most of the time, and then after awhile it became redundant, and boring, and time consuming, and tedious."

However, all the other coaches in Phase IV indicated that they would continue coaching. Three indicated that they "wanted to" continue coaching, while the two other coaches indicated that they "would be willing" to coach. Two coaches in Phase VIII indicated they would not coach at the high school next year because they needed time off, four coaches indicated they were "willing to coach" in the future, one coach expressed a desire to coach and one coach indicated a need to continue coaching.

Male Coach - Phase VIII

> "If I had to give up coaching I would probably be sick, because I've coached ever since I was eighteen, and I can't think of life without it."

All the female coaches either expressed an interest or a willingness to continue coaching. However, none of the female coaches expressed the need to be associated with coaching in the future. One female coach indicated she would not be coaching next year in order that she could spend more time with her family. She indicated she would like to start coaching in the community so she could coach her own children.

Background in Athletics and Coaching

During the interview, coaches were asked to describe their own background as an athlete and as a coach prior to teaching and coaching at the high school level. The following section will outline the findings within each of the three selected phases of burn-out.

Phase I

All coaches from Phase I (five males and one female) reported they had competed as an athlete prior to the present teaching-coaching position. Two of these coaches had competed at the high school level, and the other four had competed at the college, university or provincial level. All coaches in Phase I had a team sport background with two coaches reporting both a team sport and individual sport background. Five of the six coaches in Phase I reported the positive influence of their past coaches as having influenced their decision to coach, as well as influencing their philosophy of coaching.

Male Coach - Phase I

> "I was on teams where we didn't have a very good coach. One time we had a coach who never showed up - and it was finally my aunt that went out and got some guy to help coach us, up until that time I had just kind of taken over and tried to organize the guys, and as I went on I saw what good coaches could do for you....And so I saw the importance of a coach, and I thought it was really -- I suppose that is what made me develop, I developed an interest in it."

Female Coach - Phase I

> "At the high school level we had very successful coaches, or very positive ones. They were concerned about the fact that it was an educational experience but, as well you had to learn that if you were going on, or if you were going to develop yourself, that you had to work on the individual as well as the team."

All coaches in Phase I reported that they had experience coaching prior to teaching and coaching at the high school. Four of these six coaches began coaching young children when they were in high school or in university.

Male Coach - Phase I

> "I coached prior to teaching, actually when I was in high school, I coached an elementary junior high basketball team and when I was in university here I worked with the City of Edmonton Parks and Recreation and coached various community league sports for little kids....I said well sure I'll try that, you know, and I got involved in it then, and I enjoyed it."

Thus all coaches in Phase I were involved in competitive athletics and were socialized in this athletic environment. Athletics was a meaningful part of their lives prior to coaching and was observed to be a meaningful part of their lives as coaches.

Phase IV

The six coaches (one female, five males) interviewed from Phase IV reported various backgrounds in athletics. One coach began to compete at military college, but had no previous experience prior to that. One coach had never competed in athletics. Two coaches (one male, one female) had competed at the high school level, and two coaches had competed at the university or college level. One coach had competed only in individual sports and three had competed only in team sports. Two had competed in both individual and team sports. With respect to their coaching background the majority (four of six) had not coached prior to teaching and coaching in the high school. One coach had coached younger athletes while at university and one had coached younger athletes prior to university. Only two coaches indicated that their decision to coach and their coaching philosophy was influenced by role models (past coach or parent).

Phase VIII

One of the eight coaches from Phase VIII had not been involved in athletics as an athlete nor as a coach prior to teaching and coaching at the high school. One coach had competed in junior high; three had competed in high school; two of the coaches competed in university and one coach competed in an individual sport at the provincial level.

Female Coach - Phase VIII

> "I was involved in a lot of individual sports when I was in high school. Not a lot of team sports, other than intramurals, I always played that. I was a competitive figure skater and a competitive swimmer, and so I spent most of my time in that at that time."

Four of the eight coaches competed in individual sports only prior to teaching and coaching at the high school, and one had competed in team sports only. Three coaches had competed in both team and individual sports. Only a few of the coaches in Phase VIII had any experience in coaching prior to their present teaching-coaching positions. Five of the eight coaches reported no previous experience in coaching; two had coached prior to teaching and coaching at the high school and one did not report past coaching experience. Thus, it would appear that the background of the teacher coaches may be a factor in teacher-coach burn-out. It is suggested that teacher-coaches with backgrounds as athletes or those who have had coaching experience prior to teaching and coaching at the high school, may be less stressed and be better prepared to handle their responsibilities. Also, having been socialized into sport, these individuals would have a better appreciation for the commitment competitive sport demands. There would also be less adjustment in lifestyle in that the time after school, evenings and weekends was already part of their routine as athletes. Thus, their role within this sport subculture changes, but the "rules of the game" remain the same.

One former intercollegiate athlete did not see that he had to find more time in the day because of his coaching commitments since that time had always been committed to athletics. He stated:

Male Coach - Phase I

> "I played football for the Bears (University of Alberta) and took a full academic load. I had to manage my time as a student-athlete. I knew I practised each evening and trained daily on my own. This was part of my routine. I did not have to adjust when I began coaching--I've always headed out to the field following a day of classes."

Thus, those teacher-coaches who have been socialized in sport and have both recognized and assumed these demands, may be better prepared technically and organizationally, as well as socially. However, this does not suggest that competing as an athlete will ensure coaching success or prevention of burn-out. Professional preparation of coaching is also important in developing a strong theoretical and philosophical foundation. One coach suggested that the confidence he has as a coach is the result of a philosophy he has developed through contact and discussion with senior coaches.

> Male Coach - Phase I
>
> "I have confidence in my coaching decisions as a result of a well throught out philosophy which I have developed over the years. I have been a part of some great coaching staffs which has given me the opportunity to discuss philosophy with some of the best in the coaching profession."

Summary

The majority of the female teacher-coaches (63.1 %) in this study were in the upper four phases of burn-out. Almost half of these women (47.3 %) were in either Phase VII or VIII. It was also shown that female teacher-coaches coached, on average, more teams over the past four years than did their male counterparts. It was suggested that because fewer women are coaching, there is more pressure on the female teachers who are coaching to maintain their workload, if not to increase it, in order to meet the growing demands of the girl's athletic programs. Thus, the reported overload carried by many of these women as a result of trying to maintain the programs may be a contributing factor in the high percentage of women expressing burn-out.

The results of this study support the findings of Maslach (1981) in that it was found that single coaches tended to be in the upper phases of burn-out, whereas married coaches tended to be in the lower phases of burn-out. However, married female teacher-coaches were in the upper phases of burn-out more often than any other group (75 % of married female respondents were in the upper four phases of burn-out). It was suggested that the lack of social and family support for married women in the non-traditional role of coach, contributed to the frequency of reported burn-out.

The role conflict and overload expressed by married female teacher-coaches were the major contributors to burn-out reported by this particular group. These women reported feelings of guilt over the the time invested in their teacher-coach role because it took time away from their traditional role of mother and housewife. This group reported that a definite conflict existed between their role as mother and housewife, and their role as teacher-coach.

The results of this study supported the findings of Maslach (1981) in that teacher-coaches in the upper phases of burn-out were younger than teacher-coaches in the lower phases of burn-out. It was suggested that the experience gained by the older teacher-coaches enabled them to better cope with their teaching-coaching responsibilities. These older coaches reported a more balanced perspective toward their job as a teacher-coach.

It was reported that the profiles of teacher-coaches in Phase VIII corresponded with the personality traits reported in the literature as being related to burn-out. Personality traits characteristic of a Type A personality were found to be common among several teacher-coaches in Phase VIII. Freudenberger (1975) indicated that burn-out individuals were overly committed and excessively dedicated to their work. The results of this study support Freudenberger's findings in that many teacher-coaches in Phase VIII were found to both have a tendency to overextend themselves and to over commit themselves to their jobs.

Omnipotence and an excessive need for control were also reported in the literature as associated with burn-out (Carroll and White, 1983; Maslach, 1982; Pines and Aronson, 1981; Freudenburger, 1980). This personality characteristic was also identified in twenty-five percent of the coaches in Phase VIII. These particular teacher-coaches referred to themselves as authoritarian and having a high need for control.

Contrary to William's (1981) findings, the results of this study found student-athletes to be a source of motivation rather than a source of stress. Williams reported that one of the top five sources of stress identified by the teachers in her study was the "disruptive student". Williams' study was conducted her study in the Edmonton Catholic Schools; the same school district was included as one of three in the study reported here.

Coaches in Phase I reported more frequently than teacher-coaches in Phases IV and VIII that they had either competed as athletes or had coaching experience prior to teaching and coaching at the high school level. It was suggested that the past experience, as well as the process of socialization into sport undergone by these teacher-coaches, may have been contributed to the lower levels of burn-out observed in these teacher-coaches.

Thus, it was found that what a person brings to a given situation is as critical as what the situation brings out of the person. Each person brings individual characteristics into the work environment which may or may not make him or her more susceptible to burn-out.

G. Organizational and Structural Sources of Burn-out:

School Size

The results of this study indicated that teacher-coaches from smaller schools reported higher subscale scores on Emotional Exhaustion than teacher-coaches from larger schools (see Table 27). Respondents from schools with student populations less than 600 students reported a mean score of 32.8 on the Emotional Exhaustion subscale, whereas the mean score for respondents from schools over 1,600 students was 25.0. Coaches in the smallest schools (under 600) reported higher scores on Personal Accomplishment ($x=22.5$) indicating feelings of a lower sense of Personal Accomplishment than coaches in the largest schools with population over 1,600 ($x=17.9$). Of the forty-eight respondents reporting school populations of under 1,000, twenty-one or 43.7% were in Phase VII or VIII, whereas only six of the twenty-seven teacher-coaches (22%) in schools over 1,000 were in these two upper phases of burn-out. Eleven of the twenty-seven coaches (47.4%) in schools over 1,000 were in Phase I or II. However, only eleven of the forty-eight teacher-coaches (23%) in schools under 1,000 were in the two lowest phases of burn-out. Thus, from these results it would appear that teacher-coaches from smaller schools reported higher degrees of burn-out more frequently than

Table 27
Phases of Burn-Out Based
on School Size

	School Population Under 1,000		School Population Over 1,000	
Phase	f	%	f	%
I - II	11	23.0	11	40.7[1]
III - IV	10	20.8	3	11.1
V - VI	6	12.5	7	26.0
VII - VIII	21	43.7[1]	6	22.2
Total	48	100.0	27	100.0

[1] Highest Percentage

did teacher-coaches from larger schools.

It is suggested that because there are fewer staff members teaching in smaller schools, the staffing of the interschool sports programs are made more difficult. If a smaller school attempts to provide the same number of school teams as does a larger school, fewer teachers would be available to assume coaching responsibilities. Therefore, "too few are doing too much", resulting in an overload situation. Unfortunately, in many cases this appears to be the situation. Coaches in schools under 600 students reported coaching eight teams over the past four years as compared to an average of five teams as reported by coaches from schools with over 1,600 students. It was also found that smaller schools relied more heavily on their Physical Education Department to do the coaching than did larger schools who had a higher percentage of coaches from outside the Physical Education Department. Sixty-four percent of coaches from schools over 1,600 taught less than 50% Physical Education as compared to 38% of coaches in schools of 200-600 students where coaches taught less than 50% Physical Education. Therefore, the majority of the coaches in the larger schools are primarily academic teachers or non-physical educators, and the majority of the coaches in smaller schools are predominately Physical Educators. Thus, the coaching load within smaller schools has become the responsibility of the Physical Education teachers. Comments of teacher-coaches from smaller schools reflected the situation of "too few are doing too much".

> Male Coach - Phase VIII
>
> "Being a small school, it is very important to (hiring someone who will contribute to the extracurricular programs) because we only have a handful of people who are doing that right now."
>
> Female Coach - Phase VIII
>
> "We keep hearing that all the time. Everybody, you know, the administration itself admits it, that we (the school) are trying to do too much....And that is the way it has been here since the school opened, from what I understand, seventeen years ago. There is a very small phys. ed. department, and outside of that we have no coaches."

A male coach (Phase VIII) working in a school of under 1,000 students and one in which 80% of the coaches fell into Phases V, VI, VII, VIII, stated:

> "...especially today when there is so much competition with getting students, you have to offer programs, and that is another problem in our school. We try to offer so many programs at our school, like only big schools could offer, that it really puts the pressure on the handful of people that are having to coach. Not just sports itself, all the extracurricular things, because we have to keep our school attractive to students coming in. So I can see the administration's point of view (pressure to continue programs), but you know it's a lot harder, I think, on us than it is on them."

It is very important for an individual to know their own limitations in order to avoid burn-out (Chermiss, 1980; Freudenburger, 1980; Maslach, 1982b), the results of this study indicated that it is equally important for a given school, its staff, students and administration, to realize their limitations in order to provide a positive environment and to reduce the possibility of staff burn-out. A Physical Education Department Head (Phase I) from a small school in which 71.4% of the respondents were in Phases I, II, III, commented on school size as follows:

> "I always say that I think it's important to do a few things and to do them well rather than try to do a lot of things. Because if you do a lot of things and everything is a bad experience, particularily for the students involved, it affects the morale of the whole school, it affects the whole program....Ideally, you know, the size of the school isn't always a factor, ideally you shouldn't offer any more than you have facilities, the money and the people, enthusiastic people in particular, to offer."

It is suggested that schools should realistically look at their resources, and based on these resources, develop programs which will produce a positive environment under the leadership of enthusiastic teacher-coaches.

Organizational Support

All coaches were asked to comment on the support they received from their school administrators to operate their interschool programs. Coaches in Phase VIII reported lack of support less frequently than did coaches in Phases I and IV. Only one of the eight coaches in Phase VIII indicated they did not receive the necessary support from their administration to operate an effective interschool sports program. Four of the six coaches in Phase IV indicated they received some support from their administration and four of the six coaches in Phase I indicated they received some support from their school administration. The findings of this study corresponded with those reported in the literature which indicated that organizations that provide support tended to have lower levels of staff burn-out (Cherniss, 1980; Ellenburg, 1981; Pines, 1981; Maslach, 1982).

Amongst those indicating a lack of support from the school administration, there was a range of responses varying from "the administration really doesn't give us any support, but they don't get in our way", to a more restrictive situation of "the principal feels an emphasis on sports results in loss of academic credibility." Thus, the responses varied from passive to active lack of administrative support. The following comments reflect the lack of support reported by the teacher-coaches.

Female Coach - Phase VIII

"They (the administration) are not really interested in what is going on down here."

Male Coach - Phase VIII

"I think our principal has the feeling that if you emphasize sports too much you lose the academics."

Female Coach - Phase VIII

"...they are trying so hard to develop the academic school here in the honours

> program, but what they are saying is, this is our focus now...let athletics, let the fine arts, let the rest of it ride. Let's not worry about that. So I think either a realistic attitude change, where we are saying, this is an academic focus, but realistically we need an athletic program so let's get coaches in here, let's try to support athletics a little bit more, and realize the position it really has...they have to open their eyes to see again how important athletics is to the survival of a school, to kids themselves, and give it that credibility and give it that support. You know, academics is very important, and they are developing a super program here for it, but it's not going to survive in isolation."

A male coach in Phase VIII working in a school in which 100% of the teacher-coaches responding to the survey were also in one of the upper four phases of burn-out (see Table 28: School Number 14), made the following statement:

> My source of burn-out is the administration, and I can tell you that it is not the kids. I just don't feel that we are being supported. I feel like you're given a ball, here, take them, go baby-sit them. That is the burn-out."

A male coach in Phase VIII working in a school in which 80% of the teacher-coaches responding to the survey were in the upper four phases of burn-out (see Table 28 : School Number 7), said that:

> "When you have to fight for every nickel and dime to take the kids somewhere. When you want to take the kids somewhere and the administration finds every excuse under the sun to prevent it...The main teacher burn-out is in two areas. One is with the administration and the other is overcoaching which means there are so few coaching that they have to take too many sports."

A male coach in Phase VIII working in a school in which 100% of the teacher-coaches responding to the survey were found to be in the upper four phases of burn-out (see Table 28: School Number 14) explained that:

> "...in that particular area their goals and objectives are way different, and until you get an administration that believes in what you are doing and will give you a chance to do it, that is the main source, and that is the primary burn-out. If I had to pin point one area where I think it is, I think that is it. If you don't feel that you are being supported and they're letting you have the team because you want it, but they really don't care, what can you do?"

The findings of this study support those of Cherniss (1980). Although the Phase VIII coaches tended to report a lack of support (both passive and active) from their administration, teacher-coaches in the lower phases of burn-out reported limited to very supportive roles played by their administration. Cherniss (1980:131) stated that "programs in which the leadership provided a high degree of structure and support tended to have lower levels of staff

TABLE 28

Distribution of Coaches Across The Eight Phases
of Burnout Based On The School In Which
They Worked

SCHOOL	Phase I	II	III	IV	V	VI	VII	VIII
No. 1		x	x			x		x
No. 2	x				x	x		
No. 3*	xx	x	xx					xx
No. 4	xxx			x				xx
No. 5	x	xx				xxx	x	
No. 6				xx	x			x
No. 7*	x				x		x	xx
No. 8		x						x
No. 9*	xxx	xx	x	x	x		x	xx
No. 10			xx					xx
No. 11	xx			xx		x		
No. 12*							x	x
No. 13	xx			x	x		x	xx
No. 14*					xx			xxxx

* Schools with unequal distribution of Teacher Coaches Across Phases of Burn-out

burn-out." A male coach in Phase IV working in a school in which 63.6% of the respondents were in the lower four phases of burn-out (see Table 28: School Number 9), stated that:

6

> "You can't run a team without that support. That might be the one thing that would cause me to bail out of coaching sooner than age would. If the administration is not a hundred percent in support, physically and emotionally, then it's really tough to stay in. I've seen it happen to other people where they just don't get it, and in the course of a season, forget a year, they get so discouraged that it's "why bother?" But I do get support at this school, it's one of the best I've taught at. I do receive, as a result of my involvement, time off during the day to take care of my lesson planning and stuff like that. Without that kind of support it would be much more difficult."

A male coach and Physical Education Department Head from this same school indicated the importance of a "high degree of structure and support" provided by the adminitration of that school when he said:

> "Our principal believes in athletics, not only athletics but extracurricular involvement, and I think while he has had an opportunity...when people are transferring and so on, that quite likely it is one of the things he looks for in somebody who is coming over here, that is the desire to be involved with the kids beyond the normal school day....He supports the programs--like, he's both ways, when things are done well he rewards them and when they're not, someones going to get their ass in a sling."

Many coaches indicated that the only time they heard from the school administration regarding the interscholastic program was in the event of a problem arising with the student-athletes or spectators. Unfortunately, administrators who do not personally support their interschool programs are often unaware of long term benefits the programs provide both the students and the school. These administrators restrict themselves in dealing only with the problems that arise. One Physical Education Department Head indicated that the lack of support is the result of the administration "really not knowing what is going on in the gym." He states:

> "Our administration is good, but they are not supportive of athletics. As long as there is no problem you know. Our principal is retiring this year and he's never seen a basketball game that I have coached in fifteen years....The only thing that has really annoyed me though, it seems the only time I was ever brought to the attention of the administration is if there was some problem that occurred....He calls me in and says, is this what interschool sports does for us?"

Administrative support, or lack of it, can be seen in the policies and practices of the school administration. Evidence of this support system can be seen through the staffing practices of the school programs, compensation and incentives provided for staff members to get involved in extracurricular programs, the reward systems within the school, the degree to which the philosophy of the administration provides guidance toward a common school goal, and the degree to which the administration facilitates the job of the teacher-coach.

Many researchers have reported that role ambiguity has been associated with burn-out (Farber, 1983; Cherness, 1980). The lack of clear school policies regarding the role interschool sport, was more frequently reported by individuals in Phase VIII, than those in Phases I and IV. Over half of the coaches in Phase VIII reported their concern for either the lack of unified school policies regarding interschool athletics or an entire lack of school policy. The lack of policy or the ambiguity regarding the role of interschool sport within the school, added to the role ambiguity amongst some teacher-coaches who reported high levels of burn-out. The following comments from these teacher-coaches reflect a need for future discussion amongst staff and administration regarding the school's philosophy on interschool sport with the purpose of developing a unified policy.

Following an administration change, one coach (Phase VIII) indicated the difficulty she had in adapting to a new administration which did not support athletics and which failed to provide leadership or guidance through a school philosophy of athletics. This lack of guidance resulted in ambiguous feelings as expressed in the following:

> "In that second year gap, it was sort of--you were left in limbo because nobody really cared."

Similary, a male coach in Phase VIII described his situation as follows:

> "There is lack of continuity, consistency and a lack of unified policy in high school sports programs right now."

A male coach (Phase VIII) reported his frustration regarding the lack of initiative and policy on the part of the administration:

> "You know if the schools really want these programs, I mean if they really want them, if they think it's really a necessity, then damn it, they ought to do something about it."

All of the coaches in Phase VIII who reported a concern for lack of policy regarding interschool athletics, were younger teacher-coaches who perhaps had a greater need for direction through structured and supportive leadership. It is suggested that the older more experienced coaches cope better within a system which does not provide this support than do younger teacher-coaches. This is because the older individuals have probably established their goals and objectives through their years in teaching and coaching. Many researchers indicated that the young worker is very suceptible to burn-out (Cherniss, 1980; Pines, 1981; Maslach, 1982; Freudenbuger, 1983a). In addition to this, Cherniss (1980: 116) found that the leadership support and directive provided by supervisors greatly affected the amount of burn-out experienced by young workers. It is suggested that the higher degree of burn-out experienced by the younger teacher-coaches in this study may be related to the lack of structure, support and recognition they receive from their administration in their role as teacher-coaches.

Support of the athletic and extracurricular programs is evident in the staffing and hiring practices of the school administration. Almost all coaches regarded staffing the interschool sports programs as both a present and future concern. Of those coaches in Phase VIII who commented on staffing, six of eight indicated that it was done without the consideration of the interschool sports program. One teacher-coach indicated that it was considered, and one failed to comment. Two coaches in Phase IV indicated that it was not considered, one indicated that their administration did consider coaching needs and three did not comment. Of the coaches in Phase I, only one coach indicated that the administration did not look at coaching needs when hiring. Two Phase I coaches reported positively while three did not comment. The following comments from coaches in Phase VIII reflect the lack of consideration for coaching needs during the processes of hiring and transferring staff.

> Female Coach - Phase VIII
>
> "A big problem here is we have four females on staff and nineteen males. When they did the staffing again this year, they brought in all males and one female, but the female is an older lady, with no interest in athletics. So I see it as rather a dead end again next year. I'm on my own again unless the men on staff will coach some female athletics."
>
> Male Coach - Phase VIII

> "Anybody that was hired should have been bloody well coaching or doing something. I don't say coaching, but run the yearbook or something. And that hasn't happened. The people that have been brought in recently are not involved as much as they could be."

> Female Coach - Phase VIII (commenting on the staffing for a new school opening in the upcoming school year)

> "Well actually, of the people I know going over there, nobody is interested in coaching. They (administration) were supposed to look at it (staffing with the extracurricular program in mind), but they haven't done it that way. That was supposed to be the criteria, but it hasn't been done that way."

> Female Coach - Phase VIII

> "No we have not been given a great deal of support. The way I think of it is the people that have been transferred over and hired lately have done absolutely nothing for this school, and so it can't be important....We brought it to their (school administration) attention several times and suggested that maybe such a person be hired because this person could coach something, and it didn't make any difference. Same qualifications as a teacher, but eager to do extra work, and it didn't make any difference."

One school which had more teachers involved in their athletic program than any other school, and had one of the highest percentages of coaches in Phases I to IV, also had a principal who supported the extracurricular activities. All teachers were expected to contribute in some way to the betterment of the school beyond their classroom teaching duties. One coach from this school commented on the position of the administration as follows:

> "As far as getting people here that are willing to coach, I don't think there is a problem. It's something that is well known throughout the system, that you coach when you're here....The administration stance is well known, and the people here enjoy what they are doing, so I can't see it becoming a problem and I think people like to get involved in a school where is is positive, and so there's almost like a standing room only concept here for coaching, and I think people are waiting to get in, I know from the junior high level, because they think this is the kind of atmosphere they want to get involved in."

The Government of Alberta's Fact Finding Commission reported that one of the major sources of occupational stress for teachers today is the "reduced support for teachers inside and outside the educational community" (Kratzman et al. 1980:35). It is difficult for even the most dedicated and committed coach to remain enthusiastic about the extra time he or she devotes to high school sport "when nobody cares." Teachers, and specifically teacher-coaches, need the support of their administration. It is the principals and vice-principals of the schools who control the future of the interschool sports programs. It is their support, both through the display of personal interest and contact with their athletes and coaches, and through policies regarding funding and staffing, which will determine the future of high school sport in Alberta.

A further form of organizational support may be seen in the compensation policies and practices of the administration. Of the forty coaches in the upper four phases of burn-out (Phases V to VIII), twenty-five or 62.5% did not receive any compensation for coaching. Of these, 70% were in Phases VII or VIII. Time off from teaching (preparatory period) and reduction in supervision duty were the only forms of compensation reported by this population. For the majority of teacher-coaches in this study, there were no extrinsic rewards for extracurricular work. Most teacher-coaches reported that they were expected to teach the same number of classes as the other teachers, and to pull their weight in the usual daily school duties and then they were expected to coach. Unfortunately, due to budget cutbacks, the situation does not look like it will improve in the immediate future. Teacher-coaches in this study indicated that the number of prepartory periods available to those involved in the extracurricular programs have been reduced. Stevenson reported on the various effects of the "New Economics of Education" on the teacher-coach:

> The School Districts in the Province are laying-off some teacher-coaches and are transferring others from school to school. The budgets of the School Districts have been cut so drastically over the past few years that all that is left to do this year is to reduce the number of teachers which they employ. For example, in most School Districts all the Elementary Physical Education Specialists have been laid off. In addition, all teachers will be losing some of their preparation periods and will be expected to teach extra classes. But what is also happening is that, because very few new teachers are being hired, existing teachers are being transferred around the School Districts to fill the necessary positions and to meet the necessary teaching responsibilities. The result is that such teachers are expected to teach subjects in which they have neither training or experience. (1984:13)

A similar state of affairs is now taking place in the Boards of Education represented in this study. Five of the teacher-coaches interviewed (25%) were not returning to their present school in the upcoming year. Four were transferred to other schools (two as a result of school closures), and one teacher-coach was released because he was not on permanent contract. Two of the three School Boards were forced to announce they could not re-hire those who were not on permanent contract.

Despite the reduction in compensation, 90% of the teacher-coaches of this study did not wish to see coaches paid for coaching in the high school system. These coaches indicated that there were other means of compensation which were more appropriate. Time was the major conflict seen by these coaches, and time off when possible was their top priority when asked what type of compensation they would prefer. It was the lack of an equitable reward system within schools which teacher-coaches identified as one of the major sources of burn-out.

Coaches from all phases of burn-out indicated that the lack of recognition and rewards for coaching was one of the major sources of frustration and burn-out. Sixty percent of all teacher-coaches in this study did not receive any compensation for coaching. The teacher-coaches reported that they were very well aware of, and sympathetic toward, the budget and staffing restraints the principal had to operate within. However, it was the inequity of the system which they unanimously reported as being a major burn-out factor. There was no difference in the rewarding of teachers who left at three o'clock for home or the golf course, and the teacher-coach who spent additional hours before and after school working with student groups. The following comments from coaches of the various phases of burn-out reflect the lack of an equitable reward system within the schools.

Male Coach - Phase VIII

> "Our administration has provided zero incentive as far as I'm concerned for coaching....I can't see any incentives whatsoever at our school as far as coaching goes, and there never has been."

Male Coach - Phase I

> "I still see the fact that as you get a smaller and smaller group doing it, they just say, well why should I be played as a sucker. The majority are not doing it. The majority are out leading their own personal life from 3:30 on, why shouldn't I....It's bitterness, but it's almost anger. Like I think that the worst thing in the world is for somebody to play you for a sucker."

Male Coach - Phase IV

> "I think the best way is to have a mutual understanding of all principals of what the values of sport and coaching are, and to have perhaps a more general understanding of

what the motivation should be...the key thing must be that the formula that they use must be applied fairly....The stress I have is probably no greater or less than any other phys. ed. teacher, but I think that the stress becomes amplified when a person who is doing lots of coaching compares himself to the other people on the same staff who are not. If it's equally applied and the formula to arrive at numbers of hours during the day for work to be done is fair, there would be less stress."

Male Coach - Phase IV

"I think the biggest thing is lack of recognition. You know after awhile the pat on the back from the kids isn't enough."

Male Coach - Phase IV

"There has to be the teeth in the school policy to make everybody in the school realize that they have a commitment to the extracurricular program....The vice-principals have a great deal to do with the attitude in the school. So I think that the future of interschool sport is in large measures going to be determined by the principal of each individual school."

Male Coach - Phase IV

"I don't think there is any type of compassion toward their (coaches') time commitment."

Male Coach - Phase I

"They have to have the organization, no individual or coach can do it for themselves, they have to have a support system. Rewards and penalties, if people do not cooperate or are not doing their jobs they must be replaced, reward and respect those who are doing their job and putting in those long days for the betterment of the students and school...however, it has to be for real--if it's a phony set up, forget it, it's a waste of time. Most administrators have not taken the time to find out what it is all about."

One coach commented on the cooperation of the staff and the principal of a school in which 64% of the coaching staff was in the lower half of the eight phases of burn-out.

Male Coach - Phase I

"When it's time off, when it's possible, he (the principal) tries to allow those who are coaching major sports, or involved with extracurricular work in some major way, he tries to, when he can, to give them a break....He is not always able to do that, and especially nowadays of course, but the fact that he is trying. I think people realize that, like, if you didn't get a break this year you will get one next year. He recognizes not only the coaches but the athletes. He let's everybody know that he is behind the program."

Recognition and the application of an equitable reward system are the first steps toward prevention of teacher-coach burn-out. Teachers who are involved in extracurricular activities should be given special consideration in the delegation of other out of the classroom duties or responsibilities such as hall supervision, lunch room supervision and examination supervision. It is suggested that future research investigate a workload formula for teachers which would incorporate extracurricular involvement.

The findings of this study support those of many other researchers who reported that lack of recognition and reward is a major source of stress among teachers and coaches (Massengale, 1981; Pines, 1981; Williams, 1981). Similarly, Pines (1981:72) found this to be a source of burn-out in large organizations which she reported were, "inefficient distributors of rewards."

Ideally, the extracurricular workload should be shared by a greater number of staff members. It was suggested that "too few are doing too much" in the high school athletic programs today. Coaches who are attempting to maintain the existing programs consistently report they are experiencing overload. Comments from coaches such as "here you can never stop, you could never see the end of the work" and "there's just no lettting off", suggest that coaches are experiencing a load conflict in their jobs as teachers and coaches. Many researchers reported that burn-out prone job settings have one thing in common, that being overload (Farber, 1982; Maslach, 1982; Cherniss, 1980). The results of this study support these researchers in that all of the coaches in Phase VIII who were interviewed indicated that overload was a major source of stress for them. Three of the six coaches in Phase IV indicated that much of the stress they experienced in teaching and coaching was the result of overload and two of the six coaches in Phase I indicated they felt their responsibilities in teaching and coaching were producing an overload situation.

Coaches referred to overload in two ways. The first overload situation was the result of over-coaching. These coaches reported that they were coaching too many seasons. The second overload situation that was reported was the result of an accumulation of responsibilities as both a teacher and a coach. Of the coaches reporting that they coached three or more sports this past season, 70% were in the upper half of the burn-out scale. The comments of the following coaches from all phases reflect the overload that resulted from "over-coaching."

Female Coach - Phase VIII

"This is the first time I haven't coached every season. I felt so much better. I was really excited about doing track, whereas before I almost resented it; it was like, oh not another thing. I felt the quality of my coaching was a lot better too in track and field. It felt really good."

Male Coach - Phase VIII

"Another pressure is a lot of times you are not controlling yourself as to what you are going to coach. A lot of times you are forced into coaching other sports. It's not enough that you do one major sport, but they have got you doing minor things here and there, or maybe another major sport which I really don't want to have anything to do with."

Male Coach - Phase VIII

"...and it does and it goes and it goes, and by the time you get to the track team, you're pretty well dead. The quality of coaching in track, unless the teacher is not coaching anything else, is lower. You just get burnt right out. I think if you settle down and do one, or two sports, and just say, that's what I am going to do, I am going to limit myself to that, you would be effective."

Male Coach - Phase I

"It gets to you. You really can't deny that. I mean as much as I think that being involved in coaching has helped me as a teacher and as a person, that much involvement is just getting to be too much you know, that is all....Like I really think that you can coach one or two sports for twenty years or coach three sports for five years and you have fried yourself, you're gone. It really hurts you."

Female Coach - Phase I

"In the past I've coached three and up to four sports a year, but this year I'm coaching two and really enjoying them....We have three teachers (Physical Education) here now, we take two sports each, and that covers it, it leaves you free for at least one season, and that's great. It's nice if you have more people involved in coaching so that you don't have to coach every sport."

Coaches also reported that it was not solely the coaching responsibilities which were causing their feelings of burn-out, but it was the accumulation of the teaching and coaching workloads that produced the overload. Many teachers experienced an increased teaching workload as they have had to pick up courses in other departments to fill their timetables. In addition to these teaching responsibilities, they were attempting to maintain their involvement in coaching. Many coaches also reported that fund raising and managerial duties related to the extracurricular program placed further pressure on their time. Unfortunately, with budgets being reduced and the costs of running programs constantly increasing, fundraising has become a necessary task in order to operate many of the existing interschool programs. The following comments represent many of the coaches' responses in relation to an accumulating workload.

> Male Coach - Phase VIII
>
> "You know, I don't think that coaching, itself, there's anything wrong with it, I think most coaches find that fun. It's just that it's too much in addition to teaching and the rest of it. I don't think, you know, that all that many see that. It's not the coaching, it's the course load and then coaching on top of that."
>
> Male Coach - Phase I
>
> "It's not just the coaching, it's the incredible amount of time and effort it takes to do everything else."
>
> Male Coach - Phase VIII
>
> "We came up with ten or twelve thousand last year just from running tournaments, you know, and that has been a major, probably that has taken up most of my time here trying to keep enough money to keep it going. It's actually been the major thing in our job problem over the last few years is raising funds to keep these damn kids going. Like I've run more tournaments just to make money."

Work Group "Rootedness" of Burn-Out

Golembiewski (1983d) reported a work group "rootedness" to burn-out in which the distribution of the phases of burn-out across various work groups was not random. He reported that "sixty-one percent of all respondents in Phase VI through VIII belong to formal work units in which at least half of all other members also reported advanced burn-out" (Golembiewski, 1983d:11). Based on the distribution of teacher-coaches of various schools across the phases of burn-out, it would appear that work group rootedness was evident in the population under study. Five or 35% of the schools displayed an unequal distribution of coaches across the eight phases of burn-out (see Table 28). Three of these schools (School Numbers 7, 12, 14) had a higher percentage of their coaches in the upper phases of burn-out. School Number 7 had 80% of its coaches in the upper four phases of burn-out; School Number 12 had all coaches (100%) in Phases VII or VIII; and School Number 14 had 100% of its coaches in the upper four phases of burn-out. Two schools had a higher percentage of coaches in the lower phases of burn-out. School Number 13 had 71.4% of its coaches in the lower three phases, while School Number 9 had 63.6% of its coaches in the lower phases of burn-out.

Coaches from four of the five schools that displayed unequal distribution of coaches across the phases of burn-out participated in the interview stage. The comments of these teacher-coaches suggested that the leadership and support provided by the school administration was a factor influencing the amount of burn-out experienced by the teacher-coaches in these schools. School size is another factor which may have influenced these results. All schools with a higher percentage of teacher-coaches in the upper phases of burn-out had school populations under 1,000 students. However, one school which had 71.4% of its coaches in the lower phases of burn-out also had a population of under 1,000. An analysis of the interview data from this particular school, would suggest that the support the staff members, and the policy of the Physical Education Department regarding the breadth of the athletic program, would account for the reduced levels of burn-out reported. The Physical Education Department Head from this particular school indicated that he received good support from other staff members in running the interschool programs. Also he stressed the importance of a positive environment based on the awareness of the limitations facing the staff and the school. He was previously quoted in reference to the athletic programs philosophy on the number of sports they would offer.

> "...ideally, you know, the size of the school isn't always a factor, ideally you shouldn't offer any more than you have facilities, the money and the people, enthusiastic people in particular, to offer."

Through recognizing their limitations, it would appear that fewer teacher-coaches at this particular school experienced the kind of overload their counterparts had reported. It is suggested that the overload which was found to contribute to burn-out in the teacher-coach may be the result of a failure to recognize and deal with school limitations. Teacher-coaches in the "high burn-out schools" reported the staffs of these schools as being overextended in order to "keep our school attractive so students come in." As one coach indicated, "we try to offer so many programs at our school, like any big school could offer, that it really puts a lot of pressure on the handful of people that are having to coach."

Comments from the "high burn-out schools" indicated that the support for athletics by the administration and staff was very limited. Comments such as, "they are not interested in what is going on down here", and "no one really cares", were common amongst these teacher-coaches. In contrast, teacher-coaches from School Number 9, a "low burn-out school", indicated the athletic program was supported by the staff and the administration. It would seem that the organizational support system operating within this school may have been responsible for the large number of teacher-coaches in the lower phases of burn-out. Teacher-coaches commented on the positive attitude toward coaching and supervision of other extracurricular activities within the school. One coach commented on the atmosphere created as a result of this support.

> "...I think people like to get involved in a school where it is positive, and so there's almost like a standing room only concept here for coaching, and I think people are waiting to get in...because they think this is the kind of atmosphere they want to get involved in."

Many researchers indicated that the structure of the job and the work organization are stronger determinants of burn-out than the personality of the individual (Cherniss, 1980; Pines, 1981; Maslach, 1982; Farber, 1983; Golembiewski, 1983b,f). The results of this study, based on work group rootedness, support this statement. It is suggested that future research investigate the organizational sources of burn-out in the teacher-coach. Through an organizational analysis of schools which have shown a higher percentage of teacher-coaches in the upper phases of burn-out, research can better identify specific organizational sources of burn-out.

Summary

Coaches from smaller schools reported higher degrees of burn-out more frequently than did coaches from larger schools. Smaller schools were also found to rely more heavily on the Physical Education Department to provide coaches for interschool teams than did larger schools. Teacher-coaches in smaller schools coached more teams than did teacher-coaches from larger schools. Coaches from smaller schools also reported that there was a pressure within their school to maintain the existing interschool sport program despite staff and budget reductions. Coaches from smaller schools reported that their coaching staff was being overextended intheir efforts to maintain the existing programs. It was suggested that it is important for a school, its staff, students and administration, to recognize the limitations of the school in order to reduce the overload which has been found to lead to burn-out.

Coaches in Phase VIII reported receiving less organizational support than did coaches in Phase I and IV. This suggests that lack of organizational support may contribute to burn-out. Lack of clear school policy regarding the purpose of athletics was more frequently reported by coaches in Phase VIII. Younger coaches who were found to be more frequently in Phase VIII reported a concern for a lack of support and direction from school administration than did the older coaches in the lower phases of burn-out. It was suggested that this lack of support and direction resulted in role ambiguity amongst many of the younger teacher-coaches in Phase VIII and thus, contributing to the higher level of burn-out reported by these coaches.

The majority of coaches in Phase VIII indicated that the coaching needs of the school were not a priority of their school administration in decisions related to hiring or transferring staff. Lack of administrative support for coaches and the athletic programs in regard to staffing practises was again reported more frequently by coaches in Phase VIII. Approximately 63% of the coaches in the upper four phases of burn-out did not receive compensation for coaching. Seventy percent of coaches in Phases VII and VIII did not receive any compensation. Lack of an equitable reward system within the school system was reported to be a major contributor to burn-out. In schools where the administration provided higher degrees of structure and support, there tended to be lower levels of burn-out amongst the teacher-coaches.

Overload was found to be a major contributing factor of burn-out in the teacher-coaches of this study. Overload was found to be the result of both overcoaching as well as the accumulation of the pressures from both teaching and coaching.

Five schools exhibited a concentration of coaches in either the upper or lower half of the eight phase burn-out scale. Three of these schools had higher percentages of coaches in the upper phases of burn-out, while the other two had higher percentages of coaches in the lower phases of burn-out. These findings resembled Golembiewski's "group rootedness" of burn-out. Thus, the results of this study lend some support to Golembiewski's hypothesis that the structure of the work and organization is a stronger determinant of burn-out than are personality factors.

H. Professional Sources of Burn-Out

This section will outline the professional sources of burn-out which relate to the teaching-coaching profession as reported by the respondents interviewed in this study.

Student-Athletes

Of the twenty coaches interviewed, only three coaches, all of whom were in Phase VIII, made reference to the students as a source of stress or frustration contributing to burn-out. However, all three coaches also indicated that the problem with student-athletes was more the exception then the rule and was not seen as a major factor in coaching burn-out. The following comments from these three coaches indicate the amount of stress they perceived as a result of the student-athletes.

> Male Coach - Phase VIII
>
> "I have had the odd kid in there who has really given me a hard time. In fact one year my best player was probably the toughest kid to coach. That's really just part of the job of coaching....But that would never turn you off."
>
> Male Coach - Phase VIII
>
> "I don't know if I can blame the students, I don't know, but this year lack of commitment seemed to cause a problem. I find they have difficulty making up their mind as to whether they're going to play baseball for the community league, or their job, and they have to juggle time....I mean sometimes you get a little tired of kids and you start to become concerned about all the managerial little things you have to look after, and sometimes you feel that they are rather ungrateful and you know, they

don't seem to respond with any thankfulness for what you do for them."

Female Coach - Phase VIII

> "Most of the time I would say they are very good. Sometimes I think they take you for granted. But I think that is because they are young and don't really know until they are out of school really what you have done for them. They don't realize it at all....This year I had two special education students, and they didn't have the same guts that a normal student has, that became very difficult to deal with."

The difficulty in dealing with the needs of the special education students as reported by this teacher-coach were also reported by Williams (1981). Williams reported that "the lack of proper placement of students" was ranked most frequently as the source of organizational stress for teachers.

The remaining seventeen coaches indicated that the student-athletes were not a source of frustration. In fact, in most cases, coaches reported that student-athletes were their source of motivation to keep going. In reference to sources of frustration which contribute to burn-out, one teacher-coach in Phase VIII indicated that it was the accumulation of various problems rather than the students, that related to his negative feelings about his job as a teacher-coach.

> "I don't think it had a bit to do with the kids, my frustration came from everything else."

A female coach in Phase VIII indicated that not only were the students not a source of frustration, but they were responsible for maintaining her present involvement.

> "My students are my salvation. Without them, I wouldn't be here. Well, obviously, but I mean without their positiveness...if I had a really negative group, I couldn't survive here. My students save me."

The following comments from coaches in all phases of burn-out reflect the teacher-coaches' attitudes and feelings regarding the student-athlete as a source of satisfaction.

Female Coach - Phase I

> "I think I like the involvement with students first. I like to be able to spend the time with them."

Male Coach - Phase I

> "But, you know, just being around the kids at practice, and in fact, if I had a hard day teaching, I go out to the kids and at the end of practice usually I'm

laughing....They are enthusiastic. Like if they do something really well and they get so fired up about it, it's hard not to get fired up yourself. So in a way I guess I feed off them as much as they probably feed off me."

Male Coach - Phase I

"I think that is probably one of the rewarding things about being in this profession, the kids themselves. You know, they are generally very, very good, and, I don't know, being around them probably contributes to some usefulness on myself."

Male Coach - Phase I

"...all the bad things that can go on in teaching, you know, and I've said some days, thank God for the kids, because they're the best part of the job. You see and I guess a teacher who really like teaching, that is always going to be there."

Male Coach - Phase IV

"I think kids are more a source of enjoyment."

The results of this study are very different from others which have identified the student as a major source of stress and burn-out amongst teachers (McGuire, 1979; Williams, 1981; Welsh, 1982; Sakharov and Farber, 1983). In contrast, teacher-coaches in this study indicated that the student-athletes were a source of inspiration and satisfaction.

There are two possible explanations for this finding. First, the motivation of student-athletes as compared to student-non-athletes may be different. Secondly, there may be a difference in motivations between the teacher-coach and the teacher who does not extend his or her involvement with students beyond the classroom. Students who participate in athletics or other extracurricular activities are generally more motivated and outgoing. These are the type of students that the teacher-coaches of this study referred to as "easy to teach", "more responsive" and "the cream of the crop." Based on the comments of the teacher-coaches in this study, it is suggested that students who are involved in school activities outside of the required curriculum were a source of satisfaction for these teacher-coaches. Further, it is suggested that a difference may also exist between the teacher who volunteers to coach and the teacher who chooses not to participate in extracurricular activities. Future research should examine differences between the motivations of these two sub-groups of teachers. Differences in the perception of the two teaching sub-groups by students, the administration and the teachers themselves, might also reveal important information about motivational differences.

In studies researching burn-out within the social services, Maslach (1980:3) reported that "although it has the same deleterious effects as other stress responses, what is unique about burn-out is that the stress arises from the social interaction between helper and recipient." The findings of this study do not support the hypothesis that social interaction between teacher-coach (helper) and student-athlete (recipient) contribute to burn-out. The social service workers relationship with their clients appears to be different than that of the teacher-coach and student-athlete. The enthusiasm of the student-athletes was reported to be a source of inspiration and re-vitalization, as opposed to draining the energy of the teacher-coaches.

It appears that the central motivation for the hours committed to the interschool sports program comes from the intrinsic rewards it provides and the satisfaction that teacher-coaches receive from their involvement with the student-athletes. Some teacher-coaches in this study reported that they may not have continued teaching if it were not for the inner satisfaction from coaching.

> Male Coach - Phase I
>
> "If I didn't get involved with things, I think I would have gone flat, you know, as a teacher, because there has got to be more to teaching than being in a classroom, you know, just as a teacher. I think it helps teachers."
>
> Male Coach - Phase VIII
>
> "If I had to give up coaching I would probably be sick because I've coached ever since I was eighteen, and I can't think of life without it you know."

Role Conflict

Teacher-coaches reported that it was not the coaching responsibilites but the cumulative pressures of the job and the overload which it produced which was responsible for "feelings of burn-out." Unfortunately, as teaching workloads increase due to budget cutbacks and problems with student enrolment, the reaction of many teacher-coaches is to reduce or eliminate their extracurricular responsibilities. Such a reduction or elimination of extracurricular involvement takes away the very source of satisfaction that these teacher-coaches reported, that is, "involvement with students outside the classroom." Stevenson (1984) reported that the reduction of coaches in eastern Canada was the result of this cumulative pressure within the job of teaching and coaching. He also expressed concern over the reduction of extracurricular involvement on the part of the teacher-coaches in his study. Stevenson states:

> The sad part about this situation are the implications it has for job satisfaction. We must recognize that, for a number of teachers, although teaching is their "number one" job priority, most of their job satisfaction comes from their coaching....In some cases, the intrinsic rewards of coaching outweight those derived from teaching. The problem which this creates is that, as such teachers react to the cumulative pressures of job and outside concerns by reducing the extracurricular coaching load, they are reducing the very roles which provide them with the majority of their job satisfaction. The overall result will be that as they reduce their coaching loads, their satisfaction will also decrease; thus, creating a downward spiral which may have a significant negative impact upon their teaching performance. The "love" they have for their jobs, which sustain them in those jobs, will become progressively destroyed. (1984:9)

All teacher-coaches in Phase I of this study indicated a strong need to continue coaching. The responses of teacher-coaches in Phase IV and VIII varied from "a need to coach" to "a willingness to coach" to "a need to take a break from coaching." One coach indicated a desire to leave coaching entirely.

However, with the exception of time conflict, the teacher-coaches of this study did not indicate a role conflict between their role as teacher and their role as coach. In fact, the teacher-coaches indicated that the roles supported each other in various ways. The majority of the teacher-coaches reported that their coaching experience in the high school had helped them in the classroom. Some coaches reported that they were more confident in the classroom as a result of their coaching experience. Others reported fewer problems with discipline in the classroom after they began coaching. The opportunity to get to know and undertand the teenager outside of the classroom helped them as teachers in that they could better understand and better relate to students in the classroom. Coaches referred to the coaching environment as an ideal teaching situation because students had elected to be there. The following comments reflect the compatibility of teaching and coaching as reported by this population.

Male Coach - Phase IV

> "...when you get into a coaching situation it gives you a chance to see the kids doing something they enjoy as opposed to a math class, and it gives them a chance to see that--this guy is a human being....I think that really helped me a lot the first few years. I adjusted to the needs of teaching while not having to worry too much about discipline problems...kids certainly look at their coaches as people they like and in that regard, it's a bit of a bonus as far as the classroom is concerned."

Male Coach - Phase IV

> "...my area of social studies is highly academic, so that (coaching) also gave me an angle on the kids. You see one kid, but you see a different side of them. They see a different side of me....I can be probably a lot less formal in my classroom without having to worry about applying discipline than I think that I was before I got into coaching. I taught for three years before I started coaching and it was a different feeling. I think that there is just a whole lot more respect there on both sides, and it shows."

Male Coach - Phase I

> "I don't know where a conflict would arise. I certainly have never experienced any conflict with the administration over putting more emphasis on one than another. I have never yet had a student attempt to take advantage of me, or who has been one of my players in the classroom. I see the roles as being very positive and complimenting each other rather than the roles being in conflict."

Male Coach - Phase VIII

> "When I teach them and then I coach them and I've earned the respect that I can get from them from coaching, that spills into teaching."

The results of this study support the findings of Stevenson (1984) who found that coaches in eastern Canada did not experience a conflict in their roles as teacher and as coach. However, Stevenson reported that coaches did experience a conflict in terms of time and energy devoted to both of these roles.

> The question is, do these teachers experience role conflict? The answer seems to be, yes---and no. One reason why I answer no, the teachers do not experience role conflict, is because they appear to have their job priorities well established. Teaching is not only the major priority in their contract, it is also the major priority for them personally. They are quite clear that teaching is number one....But in other ways, it seems obvious that there is role conflict. The demands of the joint roles in terms of time, energy, commitment, inevitably result in either one or the other suffering. It is simply not possible to do one's best at both jobs simultaneously over the length of a school year. Both roles suffer in terms of the energy available to be put into them, to give of oneself, to be alive, stimulating, alert, creative, and so on. They suffer in terms of the time available for preparation on a day-by-day basis as well as for long-term preparation via workshops, clinics, coaching certification programs. (1984:5-6)

The reported conflict of time and energy between these two roles is also consistent with many researchers studying role conflict of the American high school teacher-coach (Massengale, 1977; Locke and Massengale, 1978; Templin, 1982). These researchers reported that role overload or load conflict was the most frequently reported conflict of teacher-coaches. However, the findings of this study did not support Governale (1980) and Templin (1982) who reported an incompatibility between the values of teaching and coaching in American high schools. Also, this study did not support the findings of Begly (1984:10) who reported "the results of the correlation analyses would appear to imply that teaching and coaching are indeed perceived as divergent paths." Contrary to the dichotomy reported by Begly (1984), the teacher-coaches of this study indicated that the two roles supported each other. It is suggested that the difference in the findings of this study, as well as those reported by Stevenson (1984), are the result of differences in philosophies between American and Canadian high school athletic systems. The emphasis on athletics in American high schools may foster a dichotomy between teaching and coaching. Begly states:

> Given the constraints of time to fulfill what are essentially two full-time jobs, the teacher-coach is too often forced to "name his poison"....It is not therefore surprising to see that as teacher-coaches become more experienced, they may opt for a heavier involvement in the coaching role, given the institutional emphasis on sport as a highly visible, and therefore important means, for acquiring resources for the institution. (1984:14)

Canadian teacher-coaches, both in this study and in the study reported by Stevenson (1984), indicated that although coaching was very important to them and was a major source of satisfaction, it was not their primary responsibility. The following comments reflect the actual job priorities of the teacher-coaches in this study:

> Male Coach - Phase IV
>
> "...time away from your most important duties as a classroom teacher, and that is teaching, not coaching."
>
> Female Coach - Phase I
>
> "Teaching is number one and all else is secondary."

Thus, these results appear to indicate that there is a difference in role conflict experienced by

Canadian, as compared to American, high school teacher-coaches. Teacher-coaches of this study reported that the major conflict in their dual role was time. The teacher-coaches did not indicate any philosophical incompatibility between their role as teacher and their role as coach.

Teacher-coaches in Phase VIII reported that their classes suffered as a result of the extra time they put into coaching, more frequently than did teacher-coaches in Phase I and IV. These coaches reported feelings of guilt in not having the time necessary to prepare for the classroom. Massengale (1978) also reported that a number of teacher-coaches admitted concern that the quality of their teaching performance was affected by the additional demands of coaching. It should be noted that the difference between the Phase VIII teacher-coaches and the Phase I and IV teacher-coaches could also be a function of age and experience. It is suggested that the younger, less experienced teacher-coaches who were predominantly found in Phase VIII, would require more time to prepare for both team practice and class. Thus, this group may report a conflict more frequently than the more experienced teacher-coaches.

The following comments reflect the conflict of time experienced by teacher-coaches in this study:

> Female Coach - Phase VIII
>
> "I really hate the fact that my classes suffer when I am coaching, and they do. During Volleyball season my classes are haphazard and I know it....Time is the biggest thing and I guess just pre-occupation with the sport itself, and the team..."
>
> Male Coach - Phase VIII
>
> "During the year, especially during the season, if it's an intense one, which has happened in the past a lot of times, you find yourself preparing already for other games, and you are not really concentrating on your classes that much. I mean, you give them the work and teach them stuff, but you are not really putting in any kind of effort. You are thinking more of your coaching...a lot of times I feel like I'm more of a coach than a teacher, because I'm putting more time in my coaching than I'm in my teaching, and then you start getting the old guilt pains, like, you know, what the heck am I doing, I should be working harder on my classes."
>
> Male Coach - Phase IV
>
> "...it's a combination of factors that you become frustrated with. The time, the intrusion into your personal life, the time away from your most important duties as a classroom teacher, and that is teaching, not coaching....When you do commit the time to those students, those ten students, invariably something has to suffer, and it's your classroom, and ten students are draining your energies and your thoughts at the

expense of 100 to 150 students."

Female Coach - Phase VIII

"I guess just the hours would be the only thing. I try to work it out the best I can, but sometimes you have to pick between two."

Success

A further source of burn-out may relate to coaching success. The results of this study support those of Haggerty (1982) in that the success of coaches' athletes or teams in terms of win/loss record did not have a significant affect on the coaches burn-out levels. All coaches indicated that they enjoyed winning and that their objective was to win the contest and not to lose. However, they also indicated that the success experienced by a high school teacher-coach is measured by means other than just win/loss records. The following comments reflect other perceptions of success as reported in this study:

Male Coach - Phase I

"Our trophy cases aren't filled, you know, with a lot of victories, but we've certainly had a lot of success because we get a lot of involvement. The kids are excited about the interschool sports that we do offer. It's people that make the difference and we have had just such good people involved. I've certainly been fortunate as the department head to have the kind of people involved, not only in phys. ed., but others on staff have been involved for years."

Male Coach - Phase I

"Everybody wants to be a part of football here, everybody. We have tremendous turn outs for all the sports we offer here and there is a lot of enthusiasm for it, and I think that is an indication of success, because those kids aren't coming out because they know we're going to win the city championships this year....They're excited about it and so are the coaches still excited."

Male Coach - Phase IV

"The success in this case was in taking a bunch that could very easily have lost heart totally and just not shown up. And the fact that they didn't and that fact that I was able to keep them coming back, yes, that is a good feeling. You know, it's like golf. It's a frustrating sport, but a good drive or a really good putt, one in a round, will bring you back and the same thing occurs here."

Male Coach - Phase I

"There is no reason why, if you are the coach and you are doing your job, you can't be successful. If you are doing your job, you are always going to be successful, and

> it's not always related to winning a championship. It's, you take your athletes, and you bring them up and see them improve as people, see them improve as athletes. That is success."

> Male Coach - Phase VIII

> "There's always pressure to win, because people that want to play interschool are very competitive people and if they weren't then they wouldn't want to play. There is no point in going out and working that hard if you don't want to win. But success is more then just winning."

One coach indicated that the pressure to win comes mostly from the student-athletes. The student-athletes, more than the coach, measure their success by the number of wins versus the number of losses in a given season.

> "There's always a lot of pressure to win. I think that is the natural thing you see in a young 15 year old teenage boy. Winning is the ultimate, and he'll do almost anything to win."

Several coaches indicated the need to win or the pressure one places on oneself to win, may be influenced by the amount of coaching experience. As one coach explained:

> Male Coach - Phase IV

> "After you're first two, three seasons as a coach there is no pressure to win. You should not feel pressure to win."

Just as the lack of success has not been thought to relate to burn-out, a winning season or numerous championships do not safeguard a coach from potential burn-out. To illustrate this point further, John Wooden, one of the most successful basketball coaches in college basketball, retired at the termination of the 1975 intercollegiate season after having led the UCLA Bruins to an unprecedented tenth NCAA basketball championship. Fuoss (1981:35) reported that following this championship game, Wooden informed his players, "I'm bowing out. I don't want to. I have to." The Los Angeles times quoted Wooden as having said: "they think when you win a lot, that it's easy. The fact is, the more you win the harder it is to keep on doing it." Fuoss (1981:35) referred to coaching as "a perfect example of the twin horns of a dilemma." Maintaining a winning record can be stressful, just as fighting a losing record can be frustrating and depressing. Fuoss stated that:

> On one hand, coaching is one of the most rewarding and satisfying experiences known to an individual....On the other hand, at times athletic coaching is frustrating, soul

> searching, gut wrenching, sometimes literally killing, and, not infrequently, a thankless experience....At times merely winning is not enough. (1981:35)

Success or lack of success did not appear to be a significant factor in coaching burn-out for the population under study. It would seem that neither situation protect one from coaching burn-out.

Training and Background

Professional sources of burn-out may also related back to the preparation and training of teacher-coaches. Coaches from all phases indicated that their professional training or educational background did not prepare them for their role as teacher-coach. Education faculties must recognize the needs of these future teacher-coaches in that many of them will be asked to coach a high school team. Courses in the theory of coaching should be made available to students in Education either through the Faculty of Education or Physical Education. Education students have the opportunity to improve their technical skills in various sports but are not given the opportunity to learn more about the theoretical aspects of coaching. Coaching practicums should also be offered for education students in order to avoid what one teacher-coach referred to as a "baptism by fire."

In reference to her professional training, one recent graduate of the Education program at the University of Alberta, stated:

> "I think there are two areas I don't feel confident in, number one, I don't think we were given enough training in university as to athletic injuries....And another part of the professional training, not only athletic injuries, but you know they have that coaching course in university for phys. ed. students. I think it would be helpful for people in ed. phys. ed. because you are going to be coaching and I think that some practical exposure to coaching would be helpful."

One teacher-coach in Phase IV commented:

> "The education degree didn't prepare me for teaching, period. You learn it all on your own, just as I learned....I had to learn coaching on my own because I wasn't prepared with the phys. ed. courses that would do that."

The lack of professional preparation for coaching and teaching roles has been identified as a problem by many researchers (Chu, 1981; Begly, 1984). Chu's (1981) study of preparation for coaching and teaching roles showed that coaching courses in American schools comprised only seven percent of undergraduate curriculums and that 59% of all graduate schools of Physical Education offered no coaching courses whatsoever. No studies could be found to indicate whether education students in various Canadian universities had the opportunity to enrol in optional coaching courses from other faculties or departments. This is somewhat surprising in light of the fact that the teacher-coach combination is the rule rather than the exception for those Education students majoring in Physical Education.

One teacher-coach in this study suggested that coaching should be included as part of the "teaching practicum." He also suggested that student teachers should spend a full semester in the school teaching and coaching in order to experience the role they will actually assume as a future teacher-coach rather than "be parachuted into a school for three or four weeks and then back into a university life."

> "You should go out and spend a semester in the classroom where you had to prepare day-by-day....I would also have them coach once or at least be an assistant coach, so that they can see and be prepared for the additional time. If you told me in university what my coaching schedule was going to be and my teaching schedule, together, I would never have believed you. You know, I didn't know that...the experience is never what you really think it is....You learn more in the first year of teaching than you ever did in four years of education classes."

Cherniss (1980) refers to this as the "professional mystique." Young workers enter a profession with idealistic impressions of what they are going to accomplish and what their new job will do for them. Cherniss (1980) indicates that the lack of awareness of the daily routines and demands of many professions is the fault of professional preparation of these individuals. He indicated that many professionals are not fully prepared to meet the realities of their new profession.

Summary

Teacher-coaches reported that students were a source of satisfaction in their job as opposed to a source of burn-out. These results contrast with those of other researchers who students being a source of stress for teachers (McGuire, 1979; Williams, 1981; Welsh, 1982).

Because many coaches in this study reported that the major source of job satisfaction was their involvement with the student-athletes, it was suggested that the reduction of coaching commitments may affect the job satisfaction of the teacher.

Teacher-coaches reported that it was the cumulative pressures of the combined teaching and coaching responsbilities, rather than the coaching itself, that caused their feelings of burn-out and their desire to reduce their coaching load. Once again it was indicated that this reduction in coaching may jeopardize the job satisfaction reported by these teacher-coaches.

Contrary to many studies conducted in American high schools, the teacher-coaches of this study did not indicate that a role conflict resulted from their dual roles as teacher and coach (Massengale, 1977; Locke and Massengale, 1978; Templin, 1982). Load conflict resulting in lack of time was the only reported conflict reported by these teacher-coaches in performing both these roles. The findings of this study support the only other Canadian study of teacher-coach role conflict. Stevenson (1984) reported that teacher-coaches in eastern Canada did not experience a conflict in their roles as teacher-coach. However, it was found that they did experience a conflict in time and energy which they devoted to both roles. It was suggested that the differences in the experienced teacher-coach role conflict reported in the American and Canadian studies is the result of the different emphasis and philosophy of athletics between the American and Canadian high school systems.

Success, or lack of success as defined by a win-loss record, did not have a significant affect on the coaches burn-out levels in this study. Coaches indicated that their perception of success was measured more in terms of involvement, dedication, commitment and improvement. Haggerty (1983) also reported that success did not effect the level of burn-out among C.I.A.U. coaches. Finally, coaches from all phases of burn-out indicated that their professional training or educational background did not prepare them for their role as teacher-coach.

Chapter V

Summary and Conclusions

A. Introduction

The purpose of this study was to investigate the degree of burn-out as assessed by the Adapted Maslach Burn-Out Inventory and Golembiewski's Phase Model of Burn-Out, as well as to identify various factors which contribute to burn-out in the secondary school teacher-coach.

The teacher-coaches in this study were found to experience a moderate to low range of burn-out as categorized by Maslach (1981). These teacher-coaches were found to score in the moderate range of burn-out on the subscales measuring Derpersonalization and Emotional Exhaustion. However, on the subscale measuring feelings of Personal Accomplishment, the teacher-coaches were reported to be in the lower third of Maslach's distribution, and thus indicating a higher sense of personal accomplishment.

The results of this study indicated that the secondary school teacher-coaches experienced less Depersonalization (thus contributing less to burn-out), a greater sense of Personal Accomplishment (thus contributing less to burn-out) and greater Emotional Exhaustion (thus contributing more to burn-out), than Golembiewski reported in his norms established in the Federal Agency Study. Golembiewski (1983e) also reported a higher mean score for the total subscale scores (Total Subscale mean = 66.9) than was observed in this study (Total Subscale mean = 61.3). Thus, the teacher-coaches of this study would appear to be experiencing less burn-out than the workers of Golembiewski's (1983e) study.

A comparison of the four MBI scores (three subscale scores and the total score) with the phases of burn-out within this study, supported Golembiewski's Phase Model of Burn-Out. However, the higher mean score on the Emotional Exhaustion subscale found in this study, along with the lower mean scores for Depersonalization and Personal Accomplishment, do not support the prepotencies of the subscales reported by Golembiewski (i.e., increased feelings of

Depersonalization ---> decreased feelings of Personal Accomplishment ---> increased Emotional Exhaustion). Therefore, it was indicated that only a limited support for Golembiewski's Phase Model of Burn-out could be drawn from the results of this study.

It was suggested that the results may have been affected by a Social Desirability Affect, which may have influenced the low subscale score results for Depersonalization and Personal Accomplishment. However, it was indicated that because the student-athletes were found to be a source of satisfaction and motivation rather than a source of burn-out, that burn-out may not be reflected in the reported feelings of Depersonalization. Similarily, because coaching was found to be a main source of satisfaction in the teacher-coaches job, Personal Accomplishment as related to coaching may not influence the degree of burn-out experienced by these teacher-coaches.

B. Individual Facotrs Contributing to Burn-Out

Various individual factors were found to contribute to burn-out as follows:

1. The results of this study supported the findings of Maslach (1981) in that female teacher-coaches were found to experience more burn-out than their male couterparts (47.3% of females were in Phase VII or VIII as compared to 32.1% of the males). It was suggested that the overload the women reported as a result of so few women involved in coaching contributed to their reported feelings of burn-out.
2. The results of this study once again supported the findings of Maslach in that single coaches were found to be in the upper phases of burn-out more frequently than married coaches. However, the results also showed that married female coaches reported more burn-out than did single female coaches and married or single male coaches (75% of the married female coaches were reported to be in the upper four phases of burn-out). It was suggested that the role conflict and overload that resulted from the multiple roles of spouse, parent, teacher and coach, contributed to the higher levels of burn out among married female coaches. Further, the traditional emphasis on the female role as

homemaker was reported to be a major conflict for married female coaches.

3. Younger teacher-coaches tended to be in the upper phases of burn-out. Thus, the results of this study support the findings of Maslach (1981b) and Freudenburger (1980) who reported that burn-out was greater among younger workers. It was suggested that the experience acquired by the older teacher-coach, resulted in a more balanced perspective of their role as teacher-coach.
4. It was found that the personality profiles of teacher-coaches in Phase VIII corresponded with personality traits which were reported to be related to burn-out by other researchers (Cherniss, 1980; Freudenburger, 1980; Maslach, 1982; Pines and Aronson, 1981; Edelwich and Brodsky, 1983). Characteristics symptomatic of Type A Personality were identified in some of the teacher-coaches interviewed who were in Phase VIII. Teacher-coaches in Phase VIII also reported a tendency to become over involved and over committed to the sport, the atheltes, and/or the students. Omnipotence and an excessive need for control were also identified in twenty-five percent of the teacher-coaches interviewed from Phase VIII.
5. It was reported that coaches in Phase I had a stronger background in athletics before they had begun to teach and coach at the high school. It was suggested that as a result of the socialization of these coaches into sport, and their experience in the technical and practical aspects of their sport, that these coaches appeared to have an advantage upon entering the teaching and coaching profession which may have made them less susceptible to burn-out. However, it was also indicated that having an athletic background was not necessarily a preventative measure to burn-out.

C. Organizational and Structural Factors Contributing to Burn-Out

Various organizational and structural factors were also found to contribute to burn-out:

1. Coaches from smaller schools were found to report higher degrees of burn-out more

frequently than coaches in larger schools. They were also found to coach more teams than the coaches in larger schools and to rely predominantly on their Physical Education teachers to coach the interschool teams. Coaches in smaller schools reported that the coaching staff was being overextended in an effort to maintain the existing programs and to compete with the programs of the larger schools. It was suggested that it is important for a school, its staff, students and administration, to recognize their limitations in order to reduce the overload which contributes to burn-out reported by the teacher-coaches in this study.

2. It was found that organizational support was associated with levels of burn-out. Teacher-coaches in Phase VIII reported receiving little to no support from their school administration more frequently than teacher-coaches in Phase I and IV. The results of this study supported the findings of Golembiewski in that the structure of the work and organization was found to be a greater determining factor of burn-out than individual personality. This was evident in the "group rootedness of burn-out" found to exist in this study. Five schools exhibited a concentration of coaches in either the upper or lower phases of burn-out. Organizational support was attributed to the high percentage of coaches in the lower phases of burn-out, lack of organizational support was suggested as contributing to the high percentage of burn-out in these schools. Seventy-five percent of the Phase VIII coaches interviewed in this study indicated that the coaching needs of the school were not a priority of the school administration in staffing their school through their past hiring practises or transfer opportunities. Lack of a clear school policy regarding athletics within the school was more frequently reported by coaches in Phase VIII. It was suggested that the ambiguity created by the lack of clear goals and objectives in school policy may have contributed to the higher level of burn-out amongst younger teacher-coaches. This supported the findings of Cherniss (1980) who also reported that the greatest amount of burn-out occurred during the first year of work and was related to poor leadership and guidance on the part of the supervisors. It was found that administrators who provided a

higher degree of structure and support tended to have lower levels of staff burn-out.

3. One of the major contributing factors to burn-out reported by this coaching population, was the lack of an equitable reward system within the schools. Seventy percent of the coaches in Phase VII or VIII did not receive any compensation for coaching.
4. Overload and over coaching were also reported to be a major factor contributing to higher levels of burn-out. It was reported that 70% of the coaches coaching three or more sports this past year were in the upper phases of burn-out (Phases V to VIII). It was suggested that because of the lack of young recruits entering the teaching and coaching profession, and because of the recent budget cutbacks, that the teacher-coaches today cannot reduce their coaching load without affecting the interschool sports program. In the past the mobility within the teaching-coaching profession was such that a teacher-coach could begin to reduce their coaching load after ten years as their were always young staff members eagerly waiting to take over the team. Economics has disrupted this cycle within coaching.

D. Professional Factors Contributing to Burn-Out

This study reported various, professional factors which were found to contribute to burn-out:

1. Student-athletes were found to be a source of satisfaction and motivation rather than a source of stress and/or burn-out. This finding contradicts that of Williams (1981) in that she found disruptive students were a major source of stress amongst teachers. It was suggested that the motivation of the student-athletes differs from that of the non-participating student and that this may be the reason for different responses between the teachers in Williams's study and those in the teacher-coaches in this study. Teacher-coaches in this study indicated that the student-athletes were the reason for their continued involvement in the athletic program.
2. Teacher-coaches in this study indicated that their coaching responsibilities were not

responsible for their feelings of burn-out, in fact, coaches reported that coaching was their source of satisfaction in their work. Teacher-coaches reported that it was the cummulative pressures of the job which contributed to burn-out. Teacher-coaches indicated that their teaching workloads were increasing as they were given additional courses outside their area to teach, thus increasing the amount of lesson preparation required. It was suggested that the reaction of many teacher-coaches to reduce or eliminate their extracurricular involvement as a result of the increased pressures in teaching, may affect their job satisfaction in that coaching was reported to be the major source of satisfaction for these same teacher-coaches. This concern was also expressed by Stevenson (1984) in his study of teacher-coaches in eastern Canada.

3. Contrary to studies conducted in American high schools on teacher-coach role conflict, the results of this study did not indicate a role conflict between the respondents' role as teacher and as coach. The majority of the teacher-coaches reported that their coaching experience in the high school had helped their performance in the classroom. The teacher-coaches indicated that they perceived their role as coach to be an extension of their role as teacher rather than teaching and coaching being perceived as "divergent paths" (Begly, 1984). Thus, it was reported that because the teacher-coaches did not perceive a conflict in these two roles, teacher-coach role conflict did not contribute to burn-out in this population.

E. Implications and Recommendations

As teachers react to the cummulative pressures of the job and outside concerns by reducing their extracurricular coaching load, it is suggested that not only are we left with a shortage of coaches, but that there are also some implications for job satisfaction and teaching performance. MacIntosh (1979) expressed a concern for staffing the interschool sports programs during the next decade. It was indicated that the retention of the existing high school teacher-coaches was essential in order for the educational component as well as the continuty and quality of our interschool sports programs to be maintained. Physical Education

Department Heads' interviewed in this study all expressed a concern regarding staffing their interschool sports programs. Because so few new recruits are entering the teaching force, we cannot afford to lose those who are presently coaching, through burn-out. However, the results of this study, along with those reported by Stevenson (1984), indicate further implications in regard to the decision faced by many teacher-coaches to reduce or eliminate their extracurricular activities. It was found that the majority of teacher-coaches indicated that the major source of job satisfaction came from their relationship with student-athletes through the coaching environment. Reducing or eliminating this source of satisfaction as a result of other pressures may lead to a downward spiral of decreasing job satisfaction. This may in turn lead to a negative impact on teaching performance. Stevenson stated that "the love they have for their jobs, will become progressively destroyed" (1984:9). Because overload and overcoaching was reported to be a factor contributing to burn-out, it was recommended that the reduction of the coaching load to allow for a better balance between teaching, coaching and one's personal life, may reduce levels of burn-out. However, it is suggested that eliminating coaching entirely may initially reduce burn-out, but in the long term, may very well increase the susceptibility to burn-out as a consequence of job dissatisfaction. The higher sense of Personal Accomplishment reported by these teacher-coaches, and the lower levels of Depersonalization, were both attributed to the intrinsic rewards the coaching environment provides. The loss of this environment, coupled with the decrease job satisfaction, could promote rather than reverse the burn-out process. As one teacher-coach in this study noted, "I feed off them as much as they feed off me." It is thus recommended that teacher-coaches attain a balance in their coaching load rather than completely removing themselves from the coaching environment. This balance and an awareness of both the signs of burn-out as well as an awareness of one's own limitations, will provide a much healthier work environment.

More information is required to help the teacher-coach as well as the school administrators to better understand the sources of burn-out. Teacher-coaches should be made more aware of the symptoms, as well as the various factors which have been found to contribute to burn-out. Teacher-coaches must recognize the satisfaction they receive from their involvement in coaching; however, they must also recognize their own limitations. It may be necessary for some teacher-coaches to establish specific boundaries or to compartmentalize their teaching, coaching and personal life, in order to prevent over-identification with their job. Maslach (1982) indicated that recognition of personal limits and responsibilities was critical to the prevention of the burn-out process. Freudenburger and Richelson (1980) suggested that the greatest protection against burn-out is self-awareness.

It is also recommended that future research investigate the relationship between Type A Personality and burn-out in the teacher-coach. It was indicated in the review of literature that research is presently investigating the relationship between the exhibition of Type A Behavior and the degree to which the individual has been challenged or placed in a competitive situation. A case study of individuals in the upper phase of burn-out may identify the relationship between Type A Behavior and burn-out in the teacher-coach.

It is also recommended that future research investigate the organizational sources of teacher-coach burn-out through an organizational analysis of schools exhibiting a "group rootedness" of burn-out. Through such an investigation, more information can be gathered regarding the organizational sources of burn-out in the high school teacher-coach.

Lack of recognition, from the administration, for the contribution made by the teacher-coaches within their schools, was a major complaint of respondents in this study. This finding supports the work of Pines and Aronson (1981) who identified lack of rewards and incentives as a major source of burn-out. The administration recognizes the importance of a reward system for the students; however, it does not reward teachers who work beyond the requirements of their classroom responsibilities. This lack of incentive for innovative work, for work done outside of the classroom, and the fact that security is based upon seniority, all promote the continuation of the "stable fat phenomenon" (Cherniss, 1980). It is suggested that school administrators must recognize the need for implementing equitable reward systems within the school. An equitable reward system does not necessarily mean additional costs, it simply means enforcing a system whereby all teachers contribute to the extracurricular program and not just a few. Burn-out results when "too few are doing too much" or "too many are doing too little." Administrators need to recognize the importance of creating a positive work environment to reduce burn-out by establishing an equitable reward system. Administrators must enforce accountability for the extracurricular commitment of their staff. Administrative support of the extracurricular activities and the staff members supervising these activities is critical to the continuation of these programs. As one teacher-coach in this study stated, "the administration has to open their eyes to see again how important athletics is to the survival of a school, to kids themselves....Academics is very important, but it is not going to survive in isolation." It is suggested that the future of athletics lies in the positive, enthusiastic environment created by teacher-coaches, and the future of the morale of the teacher-coaches lies in the administration. Without the support of the administration, without some form of reward system or incentive system, the interschool sports programs will not survive.

Smaller schools must evaluate the programs they are attempting to operate. These schools must look at their physical and human resources and based on these resources, develop a positive environment for student-athletes to develop. It is also suggested that the Board of Education establishes a "coaching pool" which will train and assign individuals interested in coaching to the schools that need coaches rather than to the already successful programs. Smaller schools have more difficulty attracting university students or others interested in coaching. Unfortunately, many young students wishing to coach are looking for both the experience and a good record to add to their curriculum vitae. The larger and the more successful schools are more attractive to these individuals.

It is ironic that those who will be most likely to find themselves coaching a high school team are given no professional training in coaching through the Education Faculty. Courses in Coaching Theory, specific to the high school environment, as well as coaching practicums, should be compulsory for Education students majoring in Physical Education and optional for all other Education students. If these students do get teaching jobs, it is more likely than not that they will be asked to coach a team. Preparation for this new role as teacher-coach will prevent the "baptism by fire" that one teacher-coach in this study recalled. This would at least provide a framework for these young professionals to work within in their first few years of coaching.

Physical Education teachers, as well as teacher-coaches in other disciplines, must begin to become more involved in the political structure of the school system in order to represent the needs of the athletic program and the needs of those who operate the programs. Many teacher-coaches interviewed in this study suggested that "we are the ones who perpetuate the conditions." Teacher-coaches must make themselves heard off the playing fields in order for the administration to begin to recognize the importance of athletics and the need to support it with greater commitment and enthusiasm.

It is hoped that this study will act as a basis for future research on burn-out. Suggestions on the direction of future research have been outlined in this chapter. The individual, the organizational and the professional sources of burn-out need to be investigated in order to provide more information for the teacher-coaches and the administrators in the secondary school. It is recommended that future research continue to move toward an interactive conceptualization of burn-out involving the interrelationship of the individual and his or her environment.

Bibliography

Austin, Dean. "The Teacher Burnout Issue." Journal of Health and Physical Education, 1980:32.

Babbie, Earl. Survey Research Methods. Belmont, California: Wadsworth Publishing Company Inc., 1973.

Babbie, Earl. The Practice of Social Research. Belmont, California: Wadsworth Publishing Company Inc., 1979.

Begly, Glen. "Teacher/Coach Role Conflict in Pennsylvania Secondary School Teacher/Coaches." Unpublished paper. Skidmore College, 1984.

Bloch, A.M. "The Battered Teacher." Today's Education. 66(1977):58-62.

Bartner, Rayman, and Roseman, R. "The Measurement of Pattern A Behavior." Journal of Chronic Diseases. 20(1967):525-533.

Bratton, Robert D. "Why Coaches Coach." Unpublished paper. University of Calgary, 1976.

Caroll, Jerome, and White, W. "Theory Building Integrating Individual and Environmental Factors within an Ecological Framework." In W.S. Paine (Ed.), Job Stress and Burnout, pp. 41-59, Beverly Hills: Sage Publications, 1983.

Cherniss, Cary. "Cultural Trends, Political, Economic, and Historical Roots of the Problem." In W.S. Paine (Ed.), Job Stress and Burnout, pp. 143-156, Beverly Hills: Sage Publications, 1983.

Cherniss, Cary. Staff Burnout: Job Stress in Human Services. Beverly Hills: Sage Publications, 1980.

Chu, D. "Origins of Teacher/Coach Role Conflict: A Reaction to Massengale's Paper." In S. Greendorfer and A. Yiannakis (Eds.), Sociology of Sport: Diverse Perspectives. West Point, N.J.: Leisure Press, 1980.

Dimsdale, Joel, Hackett, T., and Hutter, A. "Emotional Correlates of Type A Behavior Pattern." Psychosomatic Medicine. 40(1978):580-583.

Edelwich, J., and Brodsky, A. "Training Guidelines Linking the Workshop Experience to Needs On and Off the Job." In. W. S. Paine (Ed.), Job Stress and Burnout, pp. 133-153, Beverly Hills: Sage Publications, 1983.

Edelwich, J., and Brodsky, A. Burnout: Stages of Disillusionment in the Helping Profession. New York: Human Science Press, 1980.

Ellenburg, F.C. "More Than a Bandaid for Burnout." Clearing House, 55(1981):153-154.

Farber, Barry. "A Critical Perspective on Burnout." In B. Farber (Ed.) Stress and Burnout in Human Service Professions, pp. 1-20, Pergamon Press, 1983.

Fischer, H.J. "A Psychoanalytic View of Burnout." In B. Farber (Ed.), Stress and Burnout in the Human Service Professions, pp. 40-46, Pergamon Press, 1983.

Freudenberger, H.J. "Burnout: Contempory Issues, Trends and Concerns." In B. Farber (Ed.), Stress and Burnout in the Human Service Professions, pp. 23-29, Pergamon Press, 1983a.

Freudenberger, H.J. "Counselling and Dynamics: Treating the End Stage Person." In W.S. Paine (Ed.), Job Stess and Burnout, pp. 173-188, Beverly Hills: Sage Publications, 1983b.

Freudenberger, H.J. "The Staff Burnout Syndrome in Alternative Institutions." Psychotherapy: Theory, Research and Practice, 12(1975):73-82.

Freudenberger, H.J., and Richelson, G. Burnout: The High Cost of High Achievement. Garden City, New York: Doubleday, 1980.

Freudenberger, H.J. The Staff Burnout Syndrome. Washington, D.C.: Drug Abuse Council, 1975a.

Freudenberger, H.J. "Staff-Burnout." Journal of Social Issues, 30(1974):159-165.

Fuller, L. "Professional Preparation of Interscholastic Football Coaches." Journal of Physical Education, Recreation and Dance, (1979):81.

Fuoss, D., and Troppmann, R. Effective Coaching - A Psychological Approach. New York: J. Wiley and Sons, 1981.

Gazes, P.C. Souell, B.F., and Dellastatious, J.W. "Continuous Electrocardiographic

Monitoring of Football and Basketball Coaches During Games." American Heart Journal, 78(1969):509.

Gehrke, Nathalie J. "Teacher's Role Conflicts: A Grounded Theory-In-Practice." Journal of Teacher Education, 33(1982):41-46.

Golembiewski, Robert. Personal Communication, May 1984a.

Golembiewski, Robert. Personal Communication, June 1984b.

Golembiewski, R. "Symptoms of Physical Distress and Psychological Burn-Out." Unpublished Paper Presented at the University of Alberta, September, 1983a.

Golembiewski, R. "Psychological Burn-Out in Organizations and its Consequences: A Phase Model's Implications for Policy and Practice." A Paper Presented at the Annual Meeting of the American Political Science Association, September, 1983b.

Golembiewski, R. "Organizational and Policy Implications of a Phase-Model of Burn-Out." A Paper Presented at the Organizational Policy and Development Conference, University of Louisville, May, 1983c.

Golembiewski, R. "Progress in Exploring Burn-Out Phases: Five Emperical Features and Their Implications for Research and Practice." A Paper Presented at the Southwestern Academy of Management, 1983d.

Golembiewski, R. "Phases of Progressive Burn-Out in a Federal Agency." Unpublished Document, University of Georgia, 1983e.

Golembiewski, R. "Organizational Development Intervention Changing Interaction, Structures, and Policies." In W.S. Paine (Ed.), Job Stress and Burnout, pp. 249-253, Beverly Hills: Sage Publications, 1983f.

Golembiewski, R., Munzenrider, R., and Carter, D. "Phases of Progressive Burnout and their Work Site Covariants: Critical Issues in Organizational Development Research and Praxis." Journal of Applied Behavioral Science, 19(1983):461-481.

Golembiewski, R. "A Phase Model of Burn-Out in Organizational Development: Implications for Praxis and Research." A Paper Presented at Organizational Development '82, San Francisco, California, November 1982.

Golembiewski, R. "Mid-Life Transition and Mid-Career Crisis: A Special Case for Individual Development." Public Administration Review, 38(1978):215-222.

Monitoring of Football and Basketball Coaches During Games." American Heart Journal, 78(1969):509.

Gehrke, Nathalie J. "Teacher's Role Conflicts: A Grounded Theory-In-Practice." Journal of Teacher Education, 33(1982):41-46.

Golembiewski, Robert. Personal Communication, May 1984a.

Golembiewski, Robert. Personal Communication, June 1984b.

Golembiewski, R. "Symptoms of Physical Distress and Psychological Burn-Out." Unpublished Paper Presented at the University of Alberta, September, 1983a.

Golembiewski, R. "Psychological Burn-Out in Organizations and its Consequences: A Phase Model's Implications for Policy and Practice." A Paper Presented at the Annual Meeting of the American Political Science Association. September, 1983b.

Golembiewski, R. "Organizational and Policy Implications of a Phase-Model of Burn-Out." A Paper Presented at the Organizational Policy and Development Conference, University of Louisville, May, 1983c.

Golembiewski, R. "Progress in Exploring Burn-Out Phases: Five Emperical Features and Their Implications for Research and Practice." A Paper Presented at the Southwestern Academy of Management, 1983d.

Golembiewski, R. "Phases of Progressive Burn-Out in a Federal Agency." Unpublished Document, University of Georgia, 1983e.

Golembiewski, R. "Organizational Development Intervention Changing Interaction, Structures, and Policies." In W.S. Paine (Ed.), Job Stress and Burnout, pp. 249-253, Beverly Hills: Sage Publications, 1983f.

Golembiewski, R., Munzenrider, R., and Carter, D. "Phases of Progressive Burnout and their Work Site Covariants: Critical Issues in Organizational Development Research and Praxis." Journal of Applied Behavioral Science, 19(1983):461-481.

Golembiewski, R. "A Phase Model of Burn-Out in Organizational Development: Implications for Praxis and Research." A Paper Presented at Organizational Development '82, San Francisco, California, November 1982.

Golembiewski, R. "Mid-Life Transition and Mid-Career Crisis: A Special Case for Individual Development." Public Administration Review, 38(1978):215-222.

Golembiewski, R. and Munzenrider, R. "Testing Three Phase Models of Burn-Out Mappings on a Cluster of Work Site Descriptors." Journal of Health and Human Resources Administration, 5(1983):374-392.

Golembiewski, R. Munzenrider, R. "Efficacy of Three Versions of One Burn-Out Measure." Journal of Health and Human Resources Administration, 4(1981):228-246.

Golembiewski, R. Munzenrider, R. "Social Desirability as an Intervening Variable in Interpreting Organizational Effects." Journal of Applied Behavioral Science, 11(1975):317-332.

Golembiewski, R. Munzenrider, R. and Stevenson, J. "Physical Symptons and Burn-Out Phases." A Paper Presented at the Second Annual Conference on Organizational Policy and Development, University of Louisville, April, 1984.

Governali, Paul. "The Physical Educator as Coach." Quest, 1980.

Haggerty, Terry. "Degree of Burnout Experienced by Canadian University Coaches." Unpublished M.A. Thesis, York University, 1982.

Harrison, David. "A Social Competence Model of Burnout." In B.Farber (Ed.) Stress and Burnout, pp. 29-40, Pergamon Press, 1983.

Henschen, Keith P. "Post-Competition Tension....How Are You Handling It?" Scholastic Coach, 48(1973):52.

Hull, Ken. "What Really Motivates that Person Called 'Coach'?" Runner, 16(1978):35-38.

Ianni, F. and Reuss-Ianni, E. "Take This Job and Shove It: A Comparison of Organizational Stress and Burnout Among Teachers and Police." In B. Farber (Ed.), Stress and Burnout, pp. 82-95, Pergamon Press, 1983.

Jeppson, Gordon. "AAPHER Professional Preparation of Coaches Task Force." Document Published by Eric Clearinghouse on Teacher Education, 1981.

Kahn, Robert. "Job Burnout - Prevention and Remedies." Public Welfare, 36(1978):61-63.

Kratzman, Arthur; Byrne, Timothy; and Worth, Walter. "A System in Conflict." A Report to the Minister of Labour by a Fact Finding Commission, Edmonton, Alberta, 1980.

Lackey, Donald. "Why Do Highschool Coaches Quit?" Journal of Health, Physical Education and Recreation, 48(1977):22-23.

Lachman, Ran. "Withdrawal and Restraining Factors of Teacher Turnover Intentions." Unpublished Paper, Faculty of Management, Tel Aviv University, 1984.

Lief, Harold, and Fox, R. "Training for 'Detached Concern' in Medical Students." In H.I. Lief et al. (Eds.), The Psychological Basis of Medical Practice, pp. 12-35, New York: Harper and Row, 1963.

Locke, Lawrence and Massengale, John. "Role Conflict in Teacher/Coaches." Research Quarterly, 49(1978):162-174.

McCafferty, William; Gliner, J., Horvath, S. "The Stress of Coaching". The Physician and Sportsmedicine, Feb. (1978):67-71.

MacIntosh, Donald. "The Next Decade: Issues for School Physical Educators." Runner, 20(1982):4-9. (Also in CAPHER Journal, Nov./Dec., 1979)

MacIntosh, D. and King, A. The Role of Interschool Sports Programs in Ontario Secondary Schools. Ministry of Education, Ontario, 1976.

Maetozo, M. "Athletic Coaching: Its Future in a Changing Society." Journal of Physical Education and Recreation and Dance, 52(1981):40-43.

Malone, C.J. and Rotella, R. "Preventing Coaching Burnout." Journal of Physical Education, Recreation and Dance, 52(1981):22.

Maslach, Christina "Understanding Burn-Out: Definitional Issues in Analyzing a Complex Phenomenon." In W.S. Paine (Ed.), Job Stress and Burnout, pp. 29-39, Beverly Hills: Sage Publications, 1983.

Maslach, Christina Burnout: the Cost of Caring. Englewood Cliffs, New Jersey: Prentice-Hall, 1982.

Maslach, Christina and Jackson S. Maslach Burn-Out Inventory. Palo Alto, California: Consulting Psychologists Press Inc., 1981a.

Maslach, Christina and Jackson, S. "The Measurement of Experienced Burnout." Journal of Occupational Behavior, 2(1981b):99-113.

Maslach, Christina and Jackson, S. "Burned-Out Cops and Their Families." Psychology

Today, (1979):59-62.

Maslach, Christina "Job Burnout - How People Cope." Public Welfare, 36(1978a):56-58.

Maslach, Christina "The Client Role in Stress Burnout." Journal of Social Issues, 34(1978b):111-124.

Maslach, Christina and Pines, A. "The Burn-out Syndrome in the Day Care Setting." Child Care Quarterly, 6(1977):100-113.

Maslach, Christina "Burned Out." Human Behavior, 5(1976):16-22.

Maslach, Christina "The Burnout Syndrome and Patient care." In Garfield, C. (Ed.), Stress and Survival: The Emotional Realities of Life Threatening Illness, pp. 111-120, St. Louis: Mosby Publishers, 1974

Massengale, John "Researching Role Conflict." Journal of Physical Education and Recreation, (1981):23.

Massengale, John. "Occupational Role Conflict and the Teacher-Coach." Physical Education, 34(1977):64-76.

McCabe, Norm. "Burnout." The Globe and Mail. Toronto, April, 1984.

McGuire, Willard. "Teacher Burnout." Todays Education, 68(1979):5.

Moore, Clarence. "Future Trends and Issues in Physical Education and Athletics." Journal of Physical Education, Recreation and Dance. 51(1980):20-21.

Moracco, John. Burnout in Counselors and Organizations. Clearinghouse Eric/Cops, 1981.

Nathenson, Stephen. "Athletic Coaching Competencies." Journal of Physical Health Education and Recreation, 50(1979):37.

Noble, L., and Sigle, G. "Minimum Requirements for Interscholastic Coaches." Journal of Health, Physical Education and Recreation. 51(1980):32-33.

Pfifferling, John-Henry, and Eckel, F. "Beyond Burnout--Obstacles and Prospects." In W.S. Paine (Ed.), Job Stress and Burnout, pp. 257-265, Beverley Hills: Sage Publications, 1983.

Pflug, Jerry. "Evaluating High School Coaches." Journal of Health, Physical Education and Recreation, 51(1980):76-77.

Pines, A., and Aronson, E. Burnout from Tedium to Personal Growth. New York: The MacMillan Company and Free Press, 1981.

Richardson, Howard D. "Academic Preparation of Athletic Coaches in Higher Education." Journal of Health, Physical Education and Recreation, (1981):44-45.

Ricken, Robert. "Teacher Burnout--A Failure of the Supervisory Process." NASSP Bulletin, 64(1980):21-24.

Rushall, Brent. "Diagnose Your Own Decline." Coaching Review, 2(1979):12.

Sabock, Ralph J., and Jones, David. "The Coaching Profession: Its Effect on the Coach's Family." Athletic Journal, 58(1978):44,45,62.

Sage, G.H., "Socialization of Coaches: Antecedents to Coaches Beliefs and Behaviors." Unpublished paper presented at the National College of Physical Education for Men, Phoenix, January 1975.

Sakharov, M., and Farber, B. "A Critical Study of Burnout in Teachers." In B. Farber (Ed.), Stress and Burnout. pp. 61-82, Pergamon Press, 1983.

Scrivens, Robert. "Special Issue on Teacher Burn-out." Todays Education, Nov./Dec.(1979):34-36.

Shinn, Mary Beth. "Methodological Issues: Evaluating and using information." In W.S. Paine (Ed.), Job Stress and Burnout. pp. 61-82, Beverley Hills: Sage Publications, 1983.

Slack, Trevor. "An Organizational Analysis of a Voluntary Sport Organization." Unpublished Ph.D. Dissertation, University of Alberta, Edmonton, 1983.

Smith, G. and Johns, D. "Survey on the Role of Interschool Sport for the Edmonton Separate School Board." Unpublished paper University of Alberta, 1979.

Spards, Dennis. "Teacher Burnout." Today's Education, 68(1979):37-39.

Stevenson, Christopher. "Teacher-Coach Role Conflict and the New Economics of Education: Impressions from an Eastern Canadian Case Study." A paper presented at Northwestern District Convention of AAPERD, Eugene, Oregon, July 23, 1984.

Stillwell, J. "Why P.E. Majors Want to Coach." Journal of Physical Education and Recreation, 50(1979):80.

Templin, Thomas J. "Teacher-Coach Role Conflict and Research Direction." A paper presented at the Teaching Research Workshop, Ohio State University, June 14, 1982.

Welsh, David; Medeiros, D.; and Tate, G. Beyond Burnout, Englewood Cliffs, N.J.: Prentice Hall Inc., 1982.

Williams, Mary Jo. "Organizational Stress as Experienced by Teachers." Unpublished Ph.D. Dissertation, University of Alberta, 1981.

Wilson, V., and Chambers, D. "Burnout: A Study of Burnout in Canadian Coaches." Survey, Coaching Association of Canada, 1983.

Appendix I

Coaches' Package

department of athletics

FACULTY of PHYSICAL EDUCATION and RECREATION
the university of alberta ● edmonton, canada
T6G 2H9

Dear Colleague,

I am writing to request your cooperation in completing a study that I am undertaking as part of the requirements for my Masters of Arts Degree here at the University of Alberta. The study requires the completion of a questionnaire and your efforts in providing the information requested in this package, would be greatly appreciated.

Having coached and taught at the Secondary School level prior to my present coaching position at the University of Alberta, I am very aware that coaching high school sport can be as rewarding and challenging as it can be stressful and demanding. There has been a great deal of research that has investigated the effects of stress in sport relating to the athlete. However, very little research has been done looking at the accumulated or long term effects of sport stress upon the coach's performance and the quality of his/her life.

This study is to be conducted in two separate phases. In the first phase all coaches in the School Boards selected are being asked to complete the enclosed survey. The second phase involves a small percentage of the respondents to take part in a half hour interview which will be scheduled at the convenience of the coach. The ultimate goal of this study, is to better understand the demands that are placed on the high school teacher-coach, thus enabling us to make recommendations for dealing with these demands.

The questions asked in this survey will take approximately fifteen minutes to complete. The information and the results of each survey will be strictly confidential and only the accumulated results of all coaches will be used as part of this masters thesis.

Your participation is essential if an accurate assessment of the coaching environment at the Secondary School level is to be made. Please do not consult other colleagues when responding to the questions in this survey. Enclosed you will find a questionnaire, please complete all questions and return to ____________________.
I will be returning to your school on ____________________ to collect all surveys.

THANK YOU FOR YOUR COOPERATION.

Therese A. Quigley

Therese A. Quigley
Masters Candidate and
Head Coach Women's Volleyball
University of Alberta

Dr. G. Smith
Athletic Director
University of Alberta

Encl.

SECONDARY SCHOOL COACHES' SURVEY

PERSONAL DATA:

Sex: Male _____ Female _____ ☐

Age: _____ years ☐

Marital Status: single _____ married _____ divorced _____ other _____ ☐

Please indicate the number of children you have in each of the following age categories:

under 5 years of age _____ ☐

6-10 years of age _____ ☐

11-15 years of age _____ ☐

16-20 years of age _____ ☐

over 20 years of age _____ ☐

no children _____ ☐

TEACHING-COACHING DATA:

1. Please indicate the subjects you are presently teaching and specify the percentage of your teaching time in each subject.

Physical Education _____% ☐

Others (please specify)

______________________________ _____% ☐

______________________________ _____% ☐

______________________________ _____% ☐

______________________________ _____% ☐

2. How many years have you coached at the secondary school level? ☐

_____ years

3. Please write in the names of the sport(s) which you have coached for each of the following years:

1980-81 ____________________ ____________________ ____________________

1981-82 ____________________ ____________________ ____________________

1982-83 ____________________ ____________________ ____________________

1983-84 ____________________ ____________________ ____________________

4. What is the sex of the athletes you coach? ☐

male _____ female _____ both _____

5. How many sports (high school) are you coaching this year? ☐

none _____ 1 _____ 2 _____ 3 _____ more than 3 _____

6. How many hours per week are you in direct contact with your athletes? ☐

_____ hours/week

7. How successful are/were your teams over the past four years? Circle one of the following: ☐

1	2	3	4	5
(highly successful)	(quite successful)	(moderately successful)	(rarely successful)	(hardly ever successful)

8. Are you given any compensation for coaching? ☐

free period _____ ☐

extra pay _____ ☐

other (please specify) ________________________________ ☐

No, I am not given compensation for coaching _____ ☐

9. Do you coach outside the secondary school system? ☐

Yes _____ **Sport** **Level**

_________________________ _________________________

_________________________ _________________________

No, I do not coach outside the secondary school system _____ ☐

10. What is the population of your school? ☐

less than 200 _____ 200-600 _____ 600-1000 _____ 1000-1400 _____

1400-1600 _____ over 1600 _____

PHYSICAL STRESS DATA:

1. How stressful do you consider your coaching to be? ☐

extremely stressful	very stressful	quite stressful	sometimes stressful	rarely stressful
_________	_________	_________	_________	_________

2. During the past two years, have you experienced any of the following symptoms that you feel are related to stress in your work and coaching lifestyle: ☐

insomnia _____ fatigue _____ loss of appetite _____ moodiness _____

ulcers _____ colitis _____ digestive problems _____ diarrhea _____

depression _____ high blood pressure _____ rapid heart rate _____

heart disease _____ nausea _____ allergies _____ skin problems _____

respiratory problems _____ other _________________________
(please specify)

☐

☐

3. Have you in the last two years considered:

changing coaching jobs _____

moving into administration _____

taking a year off from coaching _____

leaving coaching entirely _____

other (please specify) ____

____

On the following pages are several statements of coaching-related feelings you might have. Please read each statement carefully and decide how you feel about your coaching job.

Allow about 30 seconds for each answer, then assign a number from 1 to 7 by circling the appropriate number on each scale.

To what degree is each of the statements LIKE or UNLIKE you?

very much unlike me 1 2 3 4 5 6 7 very much like me

NOTE: Make certain you use LOW numbers to describe statements which are UNLIKE you, and HIGH numbers to describe statements which are LIKE YOU.

e.g.:	I do not look forward to practices.	1	2	[✓ 3]	4	5	6	7
1.	I feel emotionally drained from practice/games.	1	2	3	4	5	6	7
2.	I feel used up at the end of practice.	1	2	3	4	5	6	7
3.	I feel similar to my athletes in many ways.	1	2	3	4	5	6	7
4.	I feel personally involved with my athletes.	1	2	3	4	5	6	7
5.	I feel fatigued when I get up in the morning.	1	2	3	4	5	6	7
6.	I feel uncomfortable about the way I have treated some athletes.	1	2	3	4	5	6	7
7.	I can easily understand how my athletes feel about things.	1	2	3	4	5	6	7
8.	I feel I treat some athletes as if they were impersonal objects.	1	2	3	4	5	6	7
9.	Working with athletes all day is really a strain for me.	1	2	3	4	5	6	7
10.	I deal very effectively with the problems of my athletes.	1	2	3	4	5	6	7
11.	I feel burned out from coaching.	1	2	3	4	5	6	7
12.	I feel I am positively influencing other people's lives through my coaching.	1	2	3	4	5	6	7
13.	I've become more calloused toward people since I took this coaching job.	1	2	3	4	5	6	7

14. I worry that this coaching job is hardening me emotionally. 1 2 3 4 5 6 7

15. I feel energetic. 1 2 3 4 5 6 7

16. I feel frustrated by my coaching job. 1 2 3 4 5 6 7

17. I feel I am working too hard on my coaching job. 1 2 3 4 5 6 7

18. I don't really care what happens to some athletes. 1 2 3 4 5 6 7

19. Working directly with athletes puts too much stress on me. 1 2 3 4 5 6 7

20. I can easily create a relaxed atmosphere with my athletes. 1 2 3 4 5 6 7

21. I feel exhilarated after working closely with my athletes. 1 2 3 4 5 6 7

22. I have accomplished many worthwhile things in my coaching job. 1 2 3 4 5 6 7

23. I feel like I am at the end of my rope. 1 2 3 4 5 6 7

24. In my coaching, I deal with emotional problems very calmly. 1 2 3 4 5 6 7

25. I feel athletes blame me for some of their problems. 1 2 3 4 5 6 7

Appendix II

Interview Guide

I.D. ____________

TAPE ____________

Name: ____

School: ____

Interview Date: ____________________ Time: ______________

Address: ____

Phase: ______________ Total: ________________________

COMMENTS:

1. What was your involvement in athletics prior to coaching?

Level competed HS Coll. Univ. Beyond Univ. Other

Success experienced Low Mod. High

Scope of involvement general specific

Commitment and expectation as an athlete?

Influence of others Coach parent other

1. b) How has your background influenced your philosophy of coaching?

2. What do you do in your free time?

hobbies
relaxation
family
coaching/personal time conflicts - compromises as a result of coaching.

3. Why did you initially get involved in coaching?

- hiring practice of your school
- to get a job
- expected of p.e. teachers
- natural progression from playing
- love of sport
- return to sport - pass on personal knowledge
- excitement of coaching
- challenging
- enjoyment of athletes
- feedback from athletes
- character development
- to get to know students better
-
-
-

4. Can you explain what you do as a high school coach?

Managerial	Coaching

5. Could you define your role as a high school teacher-coach?

   - responsibilities

   - your purpose, objectives

6. Why are you coaching in high school now?
   (compare to initial motivation)

   - I have to coach - it is expected that I coach

   - What would happen if you did not coach - to program

     - job security

7. What plans do you have for your future in coaching?

Continue coaching	Leave coaching
- why?	- why?

8. What could be done to provide incentives for staff members to coach?

   - compensation   time vs. money   (Which is more incentive, pros-cons)

   Has your administration provided incentive for staff members to coach?

   (How?)

   (Why not?)

9. Do you experience any stress or conflict as a result of your coaching commitment?

Yes	**No**
What are the sources of these stresses, frustrations?	What personality characteristics do you feel help you to avoid or cope with the daily stresses?
PROFESSIONAL (work related factors)	**INDIVIDUAL**
- students - discipline - time management - role conflict (teacher coach) - pressure to win - convening sports - - - - -	- do you think you are prone to burnout (personality) (coping)
ORGANIZATIONAL	**SOCIAL**
- role clarity - role overload - increased teaching load - support system - transfers - job security (surplus if do not coach) - pairwork - lack of administrative support - financial	- role conflict coach/family/friend - personal time - for health

10. In the original questionnaire sent out, you indicated that ______________________________ burned out of coaching.

Can you explain why you feel that way?

Not burned out

- coping
- balance, perspective
- personality
- support - home
    - school
- success
- philosophy

Burned out

- sources of frustration
-
-
-

What could change these feelings?

Who has control?

11. You indicated that you have considered ________________________?
(alternatives to present coaching/teaching)

What if anything is preventing you from this alternative?

12. What is the role of interschool sport?

What is the ideal interschool sport progra?

- educational values
- role of developing high performance athlete - elite athlete development
- social aspect

13. How close is your program to the ideal interschool sport program? Explain.

14. What do you see the future of interschool sport being?

- staffing
- leadership
- preparation
- funding

15. What concerns do you have with high school sport?

- budget cutbacks
- staffing interschool sport
- student interest
- leadership
- win orientation